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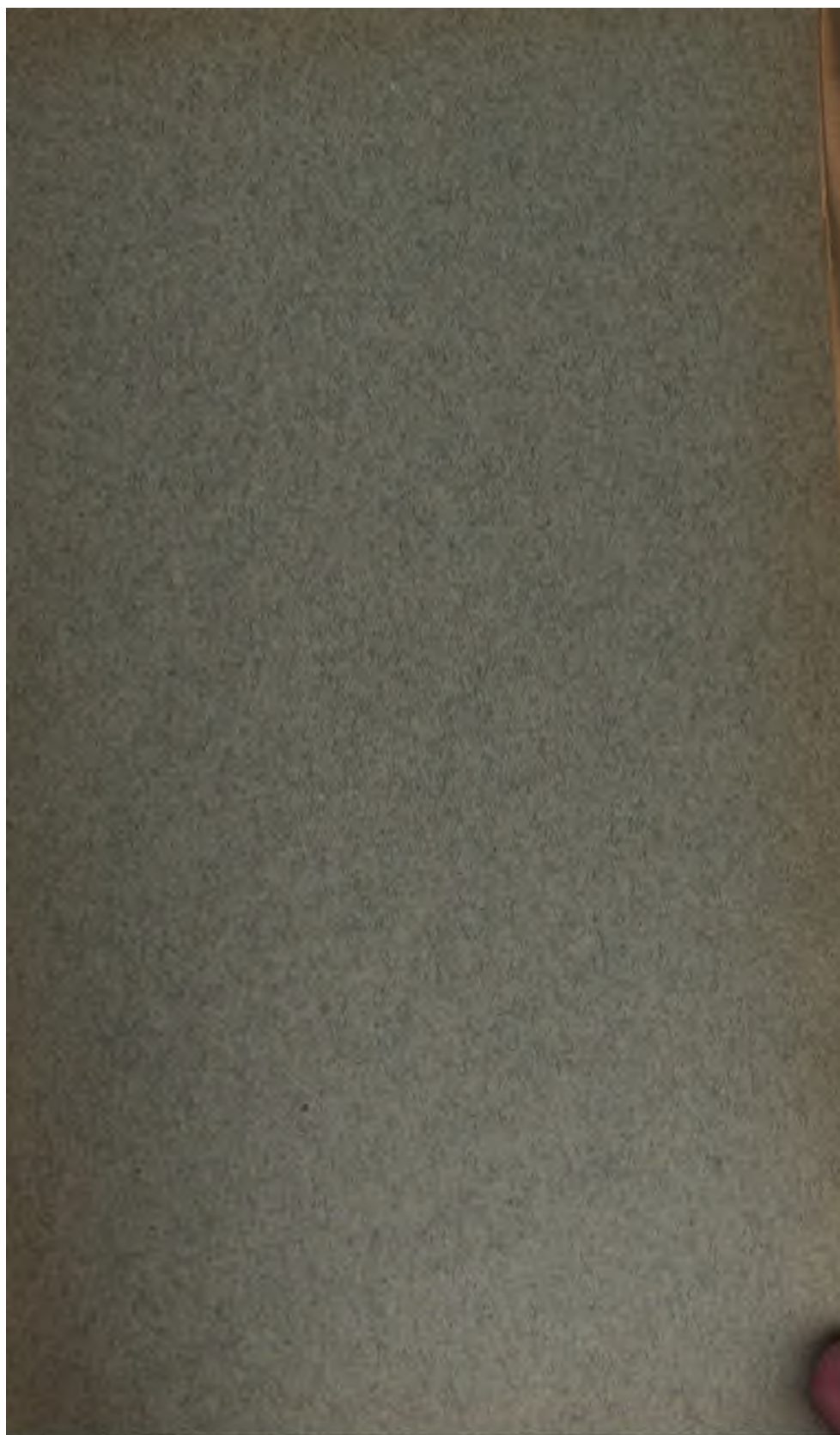
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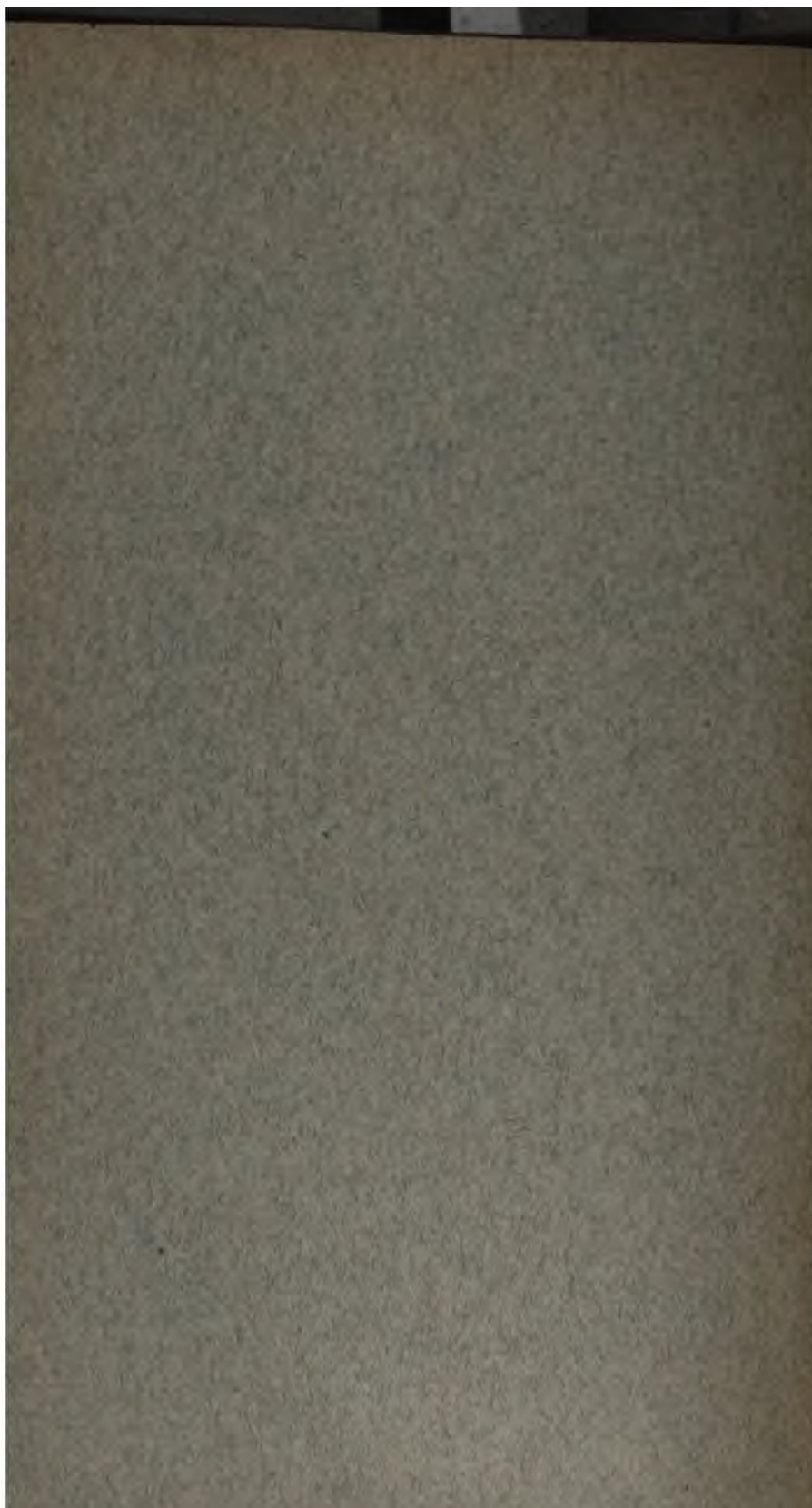


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· AMERICAN ANNALS
OF
THE DEAF,

EDITED BY

EDWARD ALLEN FAY,

UNDER THE DIRECTION OF

R. O. JOHNSON, OF INDIANA, F. D. CLARKE, OF
MICHIGAN, J. H. JOHNSON, OF ALABAMA,
A. L. E. CROUTER, OF PENNSYLVANIA,
AND J. W. JONES, OF OHIO,

Committee of the Conference.

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THE NINTH TRIENNIAL CONFERENCE OF SUPER-
INTENDENTS AND PRINCIPALS OF AMERI-
CAN SCHOOLS FOR THE DEAF AND INTER-
NATIONAL CONGRESS OF HEADS OF SCHOOLS
FOR THE DEAF, ST. LOUIS, MISSOURI, 1904.

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PROCEEDINGS.

First Session, Monday.

The Conference was called to order by the President in one of the Halls of Congresses of the Louisiana Purchase Exposition, at 10 o'clock A. M., October 17, 1904.

In the absence of Hon. David R. Francis, President of the Exposition, and of Dr. Howard J. Rogers, Chief of the Department of Education and Director of Congresses, the addresses of welcome and the response thereto by the President of the Conference were omitted.

The following committees were appointed by the President:

Committee on Nominations: N. F. WALKER, W. K. ARGO, and SARAH FULLER.

Committee on Credentials: E. B. NELSON, J. W. BLATTNER, and R. E. STEWART.

Committee on Resolutions: WARRING WILKINSON, A. L. E. CROUTER, and AUGUSTUS ROGERS.

In the absence of the Secretary and Assistant Secretary elected at the previous meeting of the Conference, E. A. Fay was elected Secretary of the Conference.

The President announced that, under resolutions passed at the previous meeting of the Conference, superintendents and principals of schools for the deaf constituted the active membership; former superintendents and principals, the principals of schools for the deaf having but one class and one teacher (said teacher being the principal), directors and trustees, the wives and families of members, and such other persons as might be especially invited, were eligible for honorary membership, giving them a voice but no vote;

and he extended a cordial invitation to persons eligible to honorary membership to participate in the deliberations.

The President then called Mr. N. F. Walker to the chair, and the regular programme of the Congress was taken up.

The subject of the first hour was—

COURSES OF STUDY AND TEXT-BOOKS.

BY FRANCIS D. CLARKE.

Mr. Chairman and Members of the Conference:

In the first place, speaking of a course of study (although we have in Michigan an extensive one and it is reduced to writing), unless it is tempered and directed by wisdom and is understood to be only an outline of what classes are expected to do, and not a hard and fast mandate, I hardly think it is desirable. I believe every school has a course of study, and I believe that all of them vary very widely from it. We have a course of study intended for congenitally deaf children of fair average intelligence who start into school between the ages of seven and ten years, which, without any previous instruction, requires thirteen years for its completion. But we have in our school many children who do not fall under this classification of congenitally deaf children of fair average intelligence. We have those who are much above it when they come to us. We have those who from previous knowledge of language can go much faster, especially in the younger grades, than congenitally deaf children. On the other hand we have those who from undeveloped intellect and slowness of mind, dullness, listlessness, or some other cause, cannot or do not keep up, and the question of whether those children are doing all that should be done is very largely a question which must depend upon the individual opinion of their

experiment they told me that their classes had not done as well, or would have done better had they studied Miss Sweet's books or the old method.

In regard to arithmetic, we use several text-books; but the foundation of our arithmetic is laid in what we call number work and arithmetic in the first grades, and is along the lines which I have tried to explain in several articles in the *Annals*.* We use a varied system of illustrations and things of that sort that a teacher thinks will help. I think it is very poor economy to put a boy back a month or a week in his school life to save fifty cents. I confess we have bought some things that were not as helpful as we expected them to be, but we have bought a great many that we have found very useful indeed. But, after all, with apples, potatoes, pegs, toothpicks, and perhaps buttons, a teacher can do wonderful things. We have different systems of blocks and things of that sort, but I think I have enumerated all the essentials, always adding, of course, a good teacher. After the first five years have passed our children fall right in with those of the Michigan common schools. They use the same text-books and, with the exception that we teach no language except English, you cannot tell a grade in our school from a grade in the high school, except that the high-school grades are one above ours. For instance, the sixth-grade studies in the high school are our seventh-grade studies, and so on up. When the pupils graduate, those that pursue the thirteen-year course are about on a par with the junior class of the high school. They do not attempt senior work, or very little of it. We also have two classes that we call college classes. The difference is that we leave off certain studies that are in our twelve and thirteen-year course for the purpose of broadening the mind of the child, and in place of them we review

* See vol. xl, pp. 137-145; vol. xli, pp. 242-251; vol. xlii, pp. 75-83, 317-325; vol. xliii, pp. 360-380.

certain studies and take up a certain course of reading which is required for entrance into the Introductory Class at Gallaudet. We have not as yet prepared any pupils for the Freshman Class. The question has been seriously debated whether it would be wiser, for our own convenience and for our own benefit, to have our pupils go to Gallaudet College and enter the Introductory Class. Many parents come to me and say, "My children have done well in your school for several years, and now you force me to send them to the Gallaudet school when you ought to be able to fit them and they still have time." It is a question upon which a great deal can be said on either side. If, instead of three or four, we had seven or eight to send I should not hesitate. But it means an extra teacher, an advanced teacher whose time must be given entirely to a few pupils, and it is a matter of considerable expense. We may do it in the future and we may not.

I should like to say to you all that this Conference is by no means a formal matter. If there are any questions which any of you would like to ask I should be glad to answer them. (Applause.)

Discussion.

The CHAIRMAN: The subject which has been so ably presented to us by Mr. Clarke is now open for discussion, and I am sure the Conference will be glad to hear from any of the members present.

Mr. CLARKE: I should like to hear from Dr. Gallaudet upon this subject.

Dr. GALLAUDET: I am down on the programme for this morning, and I had purposed speaking on that very point, so what I have to say will come in under my own subject.

Mr. ARGO: I should like to ask Mr. Clarke what text-books he uses in his college classes.

Mr. CLARKE: In grammar we use Harvey's Advanced Grammar as a text-book and it is practically finished. In algebra we go through equations of the first degree. Arithmetic is supposed to be completed. Many of the old subjects with which we had to contend a few years ago have been dropped. Involution and evolution have been dropped. Interest and discount have been simplified, and a great many of those subjects in arithmetic for which we never had any use have been eliminated in Michigan. The history of the United States is completed and a portion of it studied intensively. We take a short period of history and devote at least six months to that study, with the idea of teaching the pupil how to study as grown people do. We do not confine him to one text-book. As regards the history of England, we have never brought that quite down to date; up to the reign of Victoria is about as far as we have come. Bookkeeping is supposed to be finished. Rhetoric in our school is more ornamental than useful. I forgot to mention physics; it slipped my mind.

Mr. JONES: I am sorry that I must differ with Mr. Clarke on the subject of a course of study. I recognize that he has had a wide experience, that he has been a successful teacher and superintendent. We lay great stress upon our course of study, which is carefully prepared, printed in proper form, and placed in the hands of our teachers.

Great emphasis is laid also upon the execution of that course of study. Perhaps Pope was right when he said:

"For forms of government let fools contest,
That which is best administered is best."

I can readily see that a course of study not carefully executed might be harmful. But we have in Ohio a system of monthly meetings of grade teachers with the object of having a careful outline made of the work of the month. At the end of the month the various teachers meet again and review the work of the previous month and map out

the work for the following month. We have found these grade meetings in connection with the course of study to be of the most valuable assistance in obtaining good results. It keeps the teachers in touch with each other and keeps them all in touch with the Principal and, by a comparison of ideas to get the very best that the course of study provides, gives an opportunity to add such things as may have been omitted from the course of study. But above all it secures continuity of work from the first year to the last year. Each year's work prepares the pupil for a higher grade. In that way no time is lost in useless review, although the course of study provides for a hasty review of the preceding year. We find in all our schools that certain teachers delight in teaching certain things more than others, and if left to their own inclinations they are apt to follow along lines they like best, omitting, or lightly touching, important matter in the child's preparation for the next year. In carrying out a course of study the best should be combined, and all should be carefully executed. I should like to place myself on record as favoring a course of study carefully, wisely, and broadly prepared and strictly executed.

Dr. WILKINSON: Each of the gentlemen who have spoken has prepared a study scheme, and I have tried one myself. Mr. Clarke's course of study in many respects is admirable. Mr. Jones's schedule is the most elaborate I have ever seen attempted in schools for the deaf. My great objection to it is that it seems to me to take away from the teacher the chief stimulus of enthusiasm, the initiative. In modern pedagogy the laboratory method of teaching is the present vogue. The classroom of the deaf is the instructor's laboratory. Many of his experiments may and do prove failures, but for him failures are, or ought to be, the stepping-stones to success. The novel problem before him is not always solved in the same way, but the best way of solving it is the object we all have in view, and the seeking this best

way makes the charm of teaching the deaf. I have been trying for several years to follow a curriculum of study based upon the course laid out for the Berkeley city schools. It has not yet succeeded to my satisfaction. It is desirable as far as possible to bring our work into line with the public school system of the State. To this end, comparison is necessary. From time to time, I obtain the examination papers of the San Francisco schools. The Regents of the State of New York are good enough to send me the questions used at the quarterly examinations throughout that great Commonwealth. These are given to teachers for suggestions. The great danger with us all is our isolation. We come to imagine we are doing great things because we do not have sufficient opportunities of comparing our work with the work of normal children, and so we are liable to fall into ruts, lacking the stimulus of comparison. Situated on a remote edge of the continent, I probably feel this isolation more than others. I come East occasionally, not half as often as I should like, but every time I do come I feel the stimulating effect of the new contacts which such a journey offers.

It is easier to devise a scheme of study than it is to carry it into effect. The small schools have the difficulty of classification to contend with, an obstacle comparatively slight in the large institutions, but even with them the differences of mental ability and aptitude among the members of a fairly graded class soon develop, and at the end of the year comes the serious problem of how to adjust the new classification so as not to discourage pupils who are unfitted for promotion, and also satisfy the parents who think the management is discriminating against their children.

It seems to me that the matter of text-books may very properly be discussed in this connection. I do not suppose, judging from the correspondence I have had upon the subject, that we are ever likely to reach a point where we can

all agree upon the text-books to be used. I have sometimes thought that the best thing I could do would be to write a set of text-books myself. Such books would perhaps satisfy me, but wouldn't satisfy anybody else. Would it not be feasible to have a committee appointed of men thoroughly experienced in the work of teaching the deaf, who should be really interested in the matter, and give it something more than a hasty perfunctory thought to select a series of text-books which should be fairly useful to us all? I do not know whether this action has ever been taken by any Conference, or whether any resolution to that effect has ever been offered, but I believe something good might be brought out by the appointment of such a committee.

For the first three years we follow in California the Sweet Lessons, but after that we use almost entirely the books employed in ordinary schools, and my personal belief is that a good committee such as I have suggested could make up a series that would well answer our purpose from lines of school-books used in schools for the hearing.

MR. JOHNSON: I agree with Mr. Jones largely upon this question of a course of study. I believe it is necessary to have a well-defined course of study and not to have it left optional with the teacher, but to have the use of it made obligatory on her part. There is always latitude left for originality on the part of the teacher; there are various directions in which she can exercise her originality and ingenuity. In Indiana we have a course of study outlined from the first to the last year; the progress is continuous from beginning to end; it covers the entire school work from kindergarten to graduating class, and we expect our teachers to adhere to the course all the way through. Our work is outlined from week to week and from month to month. It may happen that one class may not complete certain work before the end of the year; if so, well and good; we stop there. The next September when school starts again the class takes up the work where

orizing habit, commanding high averages without indicating even in small degree the power of the pupil to think for himself. They no doubt in some cases cause injustice to be done nervous, timid pupils, and set up fictitious standards of mental development. But admitting all these defects and shortcomings, serious as some of them are, there yet remains much to be said in behalf of properly conducted examinations. Certainly up to this time nothing better has been suggested to take their place.

The purpose of education is twofold—the acquisition of knowledge and the acquisition of intellectual power; hence the purpose of examinations should be to test the extent of knowledge acquired and the power to apply it. The examiner, in discovering the extent of the pupil's knowledge along the various lines of study he may have pursued, should test his power to stand alone, to think for himself, to use his own powers and resources quite unassisted by notes, classmates, or teacher. Conducted with these ends in view stated examinations become a powerful instrument for good in the hands of the instructor. He finds them an aid to concentration of thought and attention, he finds them a most useful stimulant to pride and ambition, and by and through them finds his pupils taking a positive interest and love in the work he places before them.

Latham says examinations do for the young what the contest of life does for men and women. It is the struggle of man with man for eminence or power or money that develops energy and the power to accomplish, and forces each individual to make the most of that which is in him. The struggle is good for the individual and for society as well. So the intellectual struggles for supremacy over self and over classmates too, foreshadowing the far greater struggle of after life, are made an aid in the development of energy, of power to think and to do, and the will to succeed in the pupils of our schools.

To the observant teacher examinations frequently serve a most useful purpose in disclosing weak spots and errors in work supposed to have been properly done, work in language, in arithmetic, in geography, or history. He perhaps has overlooked or improperly taught certain principles of language construction, or not grounded his pupils sufficiently in the fundamentals of number work, or perhaps commenced the study of geography quite too far away from home, riding the equator or mounting to the poles, or struggling with parallels of latitude and meridians of longitude and zones and races of men, or perhaps he has mistaken the mere memorizing of historical facts for the moving, energizing actions of men and nations. All this a well conducted examination will indicate in a way that will prove of lasting assistance in after work.

Examinations, too, will often suggest further and different lines of effort. A change of method is sometimes discovered to be not only desirable but absolutely necessary, and not infrequently it will appear wise to make a change in the studies pursued, and in the teacher as well.

Examinations, frequently resorted to, give confidence to pupils and enable them to appear at their best; even the most nervous and timid are frequently benefited by them. They are helpful also in keeping parents to their full duty. To the average parent there is nothing in school life more distressing than a low average mark; it appeals to them as nothing else can, and little Willie and the luckless teacher not infrequently suffer in consequence. The interest displayed by parents on examination day is really remarkable, sometimes truly pathetic.

Another point in connection with the subject of examinations, worthy of consideration, is their frequency. One examination a year, even two, is not enough. Much of the timidity and nervousness in pupils so frequently charged against examinations disappear with the frequent recur-

rence. The bravest soldier was timid in his first skirmish. Our most courageous sailors wept when as boys they were first ordered aloft. Many of our most skillful surgeons fainted when they first entered the dissecting room. So pupils of very nervous organization who, at first, look with fear and trembling upon examination day, with their frequent recurrence lose all anxiety, gain confidence in themselves and in their examiners, and not infrequently pass the most brilliant examinations. But this is not the only reason why frequent examinations are desirable. In primary work, and I may say, intermediate also, repetition is the secret of success, and examinations, whether in the nature of recitals of daily lessons, or weekly or monthly reviews of work done, should be insisted on. At this stage thoroughness in all work, even the most distasteful, is the key to success. How are we to expect boys and girls to retain the facts usually considered essential to a well-stored mind without this frequent recital or review or examination of work accomplished? In my judgment much of the inferior work found in our schools is owing to neglect at this particular point. Hence, regardless of the subject under study, I would say, with primary and intermediate pupils in particular, *repeat, repeat*, and again *repeat*, if you would attain the most satisfactory results.

The manner of conducting examinations should also be considered. First, the examiner should be fully acquainted with the subject in hand, and in full sympathy with the pupils to be examined. A man, however good his intentions may be, cannot be expected to conduct examinations properly, and with best results, unless he possesses these very essential requirements. The custom pursued in some schools of inviting outsiders, persons wholly unacquainted with the work, to conduct examinations, is to be condemned. The examiner should know the pupils, and know their work, and above all know and appreciate the methods by

which their instruction is being prosecuted. Such favoring and essential conditions beget confidence. The pupils become anxious to please and to excel, and, freed from fear and embarrassment, are enabled to give a good account of themselves. The manner of the examiner should be simple, unassuming, direct. He should never invite failure by his bearing; there should be nothing mysterious or awe-inspiring in his methods of procedure. His questions should be carefully prepared, and should always have an end and aim in view. Catch questions should never be indulged in, and all questions should be framed with a view to call forth the best powers of the pupils. Mechanical questions and mechanical answers should never be permitted. Such questions as, Name all the sovereigns of England from the time of Alfred the Great down, with dates; Name all the Presidents of the United States in their order, and the States from which they were elected; Name the soldier who escaped at the battle of Thermopylæ; Name all the capes of South America; Name all the rivers of Asia, which way they flow and where they empty, are surely worthless from a strictly educational standpoint and should not be given.

In our work at Mt. Airy the usual plan of procedure, irrespective of the subject, is this: the teacher of the class to be examined is required to submit to the Superintendent a synopsis of the ground covered by his pupils during the preceding half term, or whatever period may have intervened since the last examination. This is carefully examined, and on the day or days of the examination he is permitted to ask a number of questions testing in various ways the knowledge of the class. Then the Superintendent follows on with as many more tests, not following, except for the facts involved, the text-book or the manuscript lessons used by the teacher. In this manner the pupils are carried over the ground previously covered, first by their teacher, to whose methods they are accustomed, and secondly by the

Superintendent, whose method of questioning usually differs very considerably from that of the teacher. The marking is done by both. In this manner it is believed that fair tests are made and just rating secured. In language, tests of various kinds are made for knowledge of construction and for power of expression; in number work, for knowledge of principles and for power to understand and solve problems; in speech, for knowledge of the principles of articulation and for clearness of vocal utterance; in lip-reading for ability to understand vocal communications. As for the means of communication between examiner and pupil, in the oral department speech and writing are used, in the manual department the manual alphabet and writing. Signs are never employed.

There are other examinations that heads of schools are often called upon to make. There are examinations of pupils that are brought before them for admission to school. They are called upon to decide in the best way possible whether a child shall be admitted to school or not. There are still other examinations, and I want to give one particular examination that I was called upon to make a few years ago in connection with an uneducated deaf man. I presume you have all met such. One day I received from police headquarters in the city (Philadelphia) an invitation to come to the central station to interpret what a deaf man, whom the police force had picked up in the streets, had to say for himself for being found on the streets. Upon my arrival I was confronted with the man. He was a young man, I should say twenty-three or twenty-four years of age, and intelligent looking. An officer said to me, "We cannot find out anything about this man, and we want you to find out who he is and where he belongs." I began in the usual way by sign-making and he looked at me in a way to show that he did not understand what I meant. I tried repeatedly and got nothing out of him. I began to spell and he looked

on in blank amazement. I took a pad and began to write and his wonder grew. I turned to the officer and said, "This young man is evidently an intelligent man; the great trouble is to make myself understood." The officer said, "Don't you understand the sign-language?" I said, "I thought I did, but he does not understand the sign-language I am accustomed to." I said, "Have you nothing at all by which I can reach this man? for he is evidently a man of mind if I can only establish a means of communication with him." He said, "We have nothing at all; we can find out absolutely nothing about him." I then examined the man's hands; that was my first step, and I saw he was a workingman, and everything connected with him seemed to point to a relationship with mechanics, but in what kind of mechanical work had he been engaged? I began to make signs indicating various kinds of machinery, and finally he, through natural gestures, gave me to understand that he had been connected with the running of a stationary engine. But where and in what connection was it used? I do not know how the idea suggested itself to me, but by natural signs I represented a growing tree, chopping it down, cutting it into logs, and sawing it up into boards, and presently discovered it was just what the man had been doing. How did he happen to get to Philadelphia? He said his boss had paid him by giving him \$40, indicating the amount by four tens on his fingers, and then he went to some port, got into a boat, slept two nights on the boat, and then arrived at some place, he did not know where. He did not know his name, where he had come from, or where he wanted to go. He got to New York, supposedly, was hanging about sight-seeing, and soon his money was gone. Then he got on a train of cars and came to Philadelphia and was wandering about the streets until he had been picked up and put in the station-house. I again appealed to the officers to learn if there was not something by which we

could find out where the man belonged. They then brought out his grip and we found two brass checks. On one was the name, "Dominion Steamship Co." He had evidently traveled from the South, and I soon discovered he had come from some point in the South where there were plenty of black people, whom he described by pointing to my coat and then to his face. I told the officers if they would communicate with the steamship company I believed they would find out where the man came from. They did so, but they learned nothing. We were now at a loss to know what next to do. The newspapers, however, took up the case and in a short time word came from North Carolina that the man had lived in that State, that he had actually been connected with a lumber company, had gone to New York, and from there had come to Philadelphia. His friends came up and took him away.

Now it was an intellectual treat to find out what that young man wanted to tell me. The conditions of a true examination were present. He had the power to do his part, and finally succeeded in the remarkable way that he was compelled by his want of education to pursue. This subject of examinations is an interesting one, and sometimes a most difficult one, too. Applause.'

School examinations afford an almost indispensable means for revealing to teachers, and pupils, too, accomplished results, and the necessity and demand for further opportunity. They therefore very usually and very properly furnish the chief basis of promotion from class to class, and grade to grade. But while they may very greatly aid the teachers in making such changes and promotions, they should not be permitted to form the only or sole ground for advancement. Knowledge of the pupil's application, of his power to grasp ideas, of his energy, industry, and perseverance, his power to reason, should be deemed the best of reasons for promotion, even, as will sometimes occur, in the

face of a low examination average. It would be a gross injustice to refuse advancement to a pupil who fulfilled all these requirements simply because he had made a low mark. The teacher's knowledge of the boy's character and power, founded on long observation, should far outweigh failure to stand well on examination day. Then sometimes in the absence of a good average there may be very good moral reasons for promoting a pupil. The effect of failure on lads of strong character must not be suffered to pass unconsidered. Many a boy has been saved by straining regulations somewhat, and by appealing to his honor, advancing him in his grade on his simple promise to do better work. In my opinion, based on long years of experience, more is to be gained by promoting pupils on the basis of knowledge of facts learned and power to comprehend, on the ground of their application and energy, and manliness of character, than by too rigidly relying upon any system of examination marks. It is not always the boy who passes brilliant examinations that forges to the front. In spite of fatal dullness on these crucial occasions many lads of force and character have frequently attained pre-eminence in after life. The great Newton was a dunce at school. Scott always stood at the tail end of his class; of him a noted Edinburgh professor said that dunce he was and dunce he would always remain. It seems almost incredible that the illustrious writer should have been pronounced such a dolt in his youth. The lamented Chatterton was returned to his mother's hands as a fool of whom nothing could be made. Dr. Arnold somewhere has said that the chief difference between one boy and another consists not so much in talent as in perseverance and energy. It is persevering energy that explains how the relative positions of boys at school are so often reversed in after life, and it is interesting and instructive to recall how some who were then so clever and stood so well in their classes have since

become so dull and commonplace, while others, dull boys of whom nothing was expected, have gone to the front and assumed positions as leaders of men.

As in the promotion of pupils, their *grading* should be based on knowledge and power to do. There is nothing more detrimental to the success of a class nor more harassing to its instructor than bad grading. He cannot do justice by his pupils nor by his own powers as a teacher. He is somewhat in the position of the horseman who, driving two badly mated horses, has to restrain the one while he madly lashes the other in a vain attempt to make him keep up. The unfortunate teacher tries in vain to make his two divisions keep pace. For a time he faithfully strives to do his full duty by both divisions, but in the end neglects the duller half, the half that most sadly needs guidance and instruction, and devotes himself to the better portion. Each class should be graded and taught as a unit if the best results would be attained. Far better a large well graded class than a small ill graded one. But good grading is expensive. As a rule it means many classes and a large staff of teachers, but what are a few dollars when the mental and spiritual development of a class of deaf children, however small, is at stake? We must see to it that not one of the "least of His little ones" is neglected or lost.

Frequent grading will be found advisable and necessary. With the best and most careful grading possible, pupils will not be found to work together to greatest advantage for very long periods. The brightest minds will soon forge ahead. There should be regrading at least three times a year, oftener if found necessary. Then again there are certain classes of pupils that should be graded and instructed together to the exclusion of others. For the attainment of best results the semi-deaf and semi-mute should constitute distinct grades by themselves. The born deaf, with some rare exceptions, should constitute another grade, and

the slow, backward pupils, whether semi-deaf, semi-mute, or born deaf, still another. With such classification and grading the work of instruction will be found to be greatly facilitated, and the greatest good of the greatest number most highly subserved.

In conclusion let me add that I realize quite fully that each school represented here possesses features of work in connection with the important subject I have been dwelling on that are more suggestive and instructive than any I have attempted to set forth, and I sincerely trust the question may be taken up for further and fuller discussion. (Applause.)

Discussion.

MR. JOHNSON: I should like to ask Mr. Crouter a question. In the examination of arithmetical results would you mark the language also?

DR. CROUTER: I mark the language, the method of solution, and the result.

MR. JOHNSON: If you were to mark a maximum of say 100, would you give 100 on the arithmetical portion?

DR. CROUTER: Yes, if the work was perfect, if the result was correct, if the methods were correct, I should.

MR. JOHNSON: Would you do it although the pupil had expressed himself in poor English?

DR. CROUTER: No, no; I should not give him 100. I should mark him down for imperfect language.

MR. JOHNSON: I should not do that myself. I believe it is all right to strive for and insist upon good language in all studies, but in examinations in arithmetic, geography, or physics, I think if the pupil knows the thing all right, could tell it and explain it, although in ungrammatical terms, I should not be hypercritical and should be inclined to pass over the faulty language, especially so in arithmetic, if methods and results were correct. The pupil stands for correct lan-

guage in another examination and that one should mark him as to his knowledge of and ability to use the King's English.

Dr. CROUTER: I do not see how he can truly know any of those subjects without knowing the language pertaining to them. (Applause.)

Mr. JOHNSON: I have "saw" people who did know them. (Laughter.)

Mr. S. T. WALKER: What is your examination in speech?

Dr. CROUTER: We give a full test for vocal development; we test for progress in articulation, for clearness of speech, and mark accordingly, every class in each grade. They are also tested in lip-reading and marked according to proficiency.

Mr. S. T. WALKER: Take a class in school eight years, for example. You should expect them to do about so much work; if they do not do it, then what?

Dr. CROUTER: They would be marked down.

Mr. S. T. WALKER: How do you proceed in lip-reading examinations?

Dr. CROUTER: The test in lip-reading would be a story or incident of some sort. I should have a teacher do that or do it myself and the pupil would be required to write it out.

Mr. S. T. WALKER: How about articulation?

Dr. CROUTER: That is, familiarity with the sounds of speech?

Mr. S. T. WALKER: That is, putting those principles of speech they are supposed to have learned into practice.

Dr. CROUTER: The marking would depend upon the quality of the speech. A full, clear, smooth voice; the ability to articulate sounds and speak the language clearly and well. There is a great difference between simple articulation and speech.

Mr. CLARKE: About this matter of articulation. Suppose you had a pupil who was thoroughly informed upon lip positions of speech, and would put his organs every time in proper position, and yet whose voice was harsh, uncouth, and hard

to understand; and another one who cannot give the exact position, but talks with such a voice that it is pleasant and easily understood. How would you mark such pupils? Would you make a difference in the marking between the proper vocal positions and when the voice can be understood, though without proper position?

DR. CROUTER: I should mark for both, the one for powers of articulation, and the other for smoothness of tone and speech. The second is the one who is most adept in speech, although his articulation is not so good. Good articulation does not always mean good, clear speech, and *vice versa*.

MR. CLARKE: The first might improve.

MR. DRIGGS: Do you have an examination of the trade classes and show work?

DR. CROUTER: Yes, in everything; in our trade classes in various ways.

MR. TATE: How often do you have your examinations?

DR. CROUTER: There are two stated examinations conducted in the manner mentioned by myself, and in addition there are monthly examinations held by the teachers, in which we believe most thoroughly. Perhaps you would call them reviews, but there are only two stated examinations.

MR. TATE: I beg to ask for some suggestions as to how examinations are best conducted in the industrial departments of our schools. For myself I have not solved the problem at all satisfactorily. In fact, I think most of our industries are but little developed. However, I look for great progress in that line of work for the deaf in this country. There is large room for it, and it would seem, in order that this progress be made, that some definite way to find out what children can do should be instituted, and I should like to know what method is used by the profession for conducting these industrial examinations.

MR. ELY: I should like to know how Dr. Crouter conducts his examination in the shops. Do you have an expert come in or do you make the examination by language?

Dr. CROUTER: In our industrial department we employ an expert as chief. He has had large experience. The expert part of our work we leave in his hands. I examine classes in regard to their knowledge pertaining to the trades taught, and he carries on the examination in regard to the work done, the mechanical execution of the work. The quality of the work is considered in each trade taught in the school.

Mr. DRIGGS: Do you have certain questions that you ask your class in carpentry?

Dr. CROUTER: They must know the names of all the tools they use, what they are used for, the various kinds of work in connection with planing, sawing, chiseling, boring, the drawing of a model building, including doors, windows, and framework, and everything connected with it. We require the same thing of the class in brickwork, plastering, and stonework. We have them build a model house in which the knowledge of all they have learned is developed and the various features described. In the same way they are examined in the various other trades taught. The examination is very practical. Language, spoken and written, is used throughout.

Mr. DRIGGS: Do you require the instructors to teach the language of the trades taught?

Dr. CROUTER: Yes, the language of each trade is taught. This work began with Mr. J. P. Walker when he had charge of the department.

Mr. ARGO: I should like to go back to the question of arithmetic and ask Mr. Crouter to elaborate a little further upon that point. We have, for instance, an example in which the process counts as one part of the problem and the manipulation of the figures, the addition, subtraction, etc., as another. We have the greatest difficulty in determining what each part is worth, and therefore the value of the work as a whole. Another question that arises is where there are in an examination examples requiring no thought

as to process, but simply a knowledge of one or more of the four rules—say, for illustration, an example in addition four columns wide and four high. Should the pupil make an error in the addition of one of the columns, would you give him zero? The total is what we are after and the result is not worth anything unless the total be correct.

Dr. CROUTER: First mark for proper solution, that is, knowledge of the processes involved. If there is a simple error, as you state, in addition, then take that out in the result for as much as you may agree upon among yourselves. You can mark it one, five, or ten, as much as the quality of the result would be affected by that simple mistake. Strictly speaking it is incorrect and should be marked zero *in point of result*, but we allow a mark to be credited to the pupil for the knowledge of the work done. Mark him down for errors in calculation and mark him down because of the incorrect result, but give him credit for knowledge of the principles involved.

Mr. ARGO: Well, take the other example in simple addition.

Dr. CROUTER: I should mark him down.

Mr. ARGO: Would you give him nothing for it?

Dr. CROUTER: Oh, no; I should not give him nothing. He shows by his work that he knows how to add.

Mr. JOHNSON: Should he not be marked zero if he makes an error in division?

Mr. ARGO: We give him zero.

Mr. JOHNSON: So do we, but we do not count the English. I just want to say to the Conference that we get a better view of the whole by the various experiences of those present. We do not allow the teacher to prepare the examination questions. I understood Mr. Crouter to say his teachers are allowed to ask any questions they want to.

Dr. CROUTER: They are not allowed to prepare or ask any set examination questions. Following the teacher,

who is allowed to ask questions indicating the ground covered by the class, the Superintendent, to satisfy himself as to the quality of the work performed, propounds all questions and prescribes all tests. This is the course pursued in all the primary and intermediate classes, and in most of the advanced classes. If you understood me to say that the teachers are permitted to prepare lists of test questions, probably crammed, for examination of these classes, you certainly got the wrong impression. The teacher is not concerned with the preparation of examination questions. He indicates the ground covered and the Superintendent prepares and asks the questions himself. In some of the most advanced classes the teachers are permitted to take part in the examination proper, asking part of the questions, but for the most part the work is conducted by the Superintendent in the presence of members of the board and the teachers of the classes.

Mr. JOHNSON: No. I understood you submitted a general test outline and allowed them to examine from that. We know what our classes have gone over, or should have gone over, in a given period, and if a class does not accomplish the full amount of work as prescribed for a certain time we nevertheless examine them over the full course at the end of the term or year. If they fail by three or four weeks of covering the work, they have got to be examined upon that portion in which they have failed; this is done to establish the record and due allowance is afterward made. Our examination questions are prepared by the principals for the primary grades, and they are then submitted to me for approval. The pupils know nothing for a certainty about the examination nor the hour nor day they are to be examined, and they do not know what teacher is to examine them—neither does the regular class teacher know. We move the teachers around and say, "You examine this class, and you examine that class," and present the examination

questions and the desired scale to be used in marking. That is the way our examinations are conducted, and I believe we get better results by that method than by any other we could adopt.

THE CHAIRMAN: Is it supposed that each of your teachers is conversant with the work of each class or subject, so that she can properly conduct the examination?

Mr. JOHNSON: Yes, within two or three grades; but as all of the stated examinations are written ones and questions and values predetermined, it does not matter much. Now, concerning markings; we work the teacher with the pupil and the pupil with the teacher. A monthly report is made to the Superintendent, and the teacher puts down a monthly mark for each child on every subject taught in that grade. That mark so given is not presumed to be accurately arrived at by the daily markings which are figured up at the end of the month. At the end of the month the teacher is or should be able to say how much progress each pupil has made during the month. She may say the pupil's progress has been excellent, good, or poor, and mark him accordingly, giving him 90, 70, or 50, or intermediate or lower marks. We use these examinations to check both the children and the teachers. Generally, if a pupil in his examinations gets far above the monthly markings of the teacher during the year, that indicates the teacher does not know the child very well, and the same is indicated if the examinations are too far below. I fear there is self-interest displayed if the markings are too high and unfriendly exaction if too low. So by adding the two markings together, the monthly reports and the examination, we check the class against the teacher. In sending home the annual individual reports, which I make out myself, I take into consideration the mental make-up of the teacher who makes the monthly markings. I know A will give a certain boy 90, while B will give the same boy's

equal 70. B is too low; she is too severe a marker, while A marks too high. When I make up the markings of the year I take the averages of the various teachers. The final full report which goes home with the pupil I do not make altogether from the monthly reports of the teachers and from the examinations, but it is rather evolved from the inner consciousness of what I know of the pupil and what I know of the teacher. It would be hard to describe accurately the *modus operandi*, but that is the way we arrive at the result.

Mr. CLARKE: I should like to ask Mr. Crouter whether I understood him to say that all those examinations are conducted by the Superintendent?

Dr. CROUTER: At the February examination, every one. At the final examination in June, the teachers do much of the work.

Mr. CLARKE: In a school of your size where do you get the time to do it?

Dr. CROUTER: I wish it did not take so much time.

Mr. JOHNSON: Over what time does the examination of the primary grades extend?

Dr. CROUTER: It always takes us at least four weeks, sometimes six and eight weeks, to get through.

Miss MORSE: How many heads of schools conduct an examination of work done in the Sunday-school?

Mr. JOHNSON: We do not have any in Indiana, except such as may be brought out by the Superintendent of the Sunday-school in the congregate meeting of the school in the chapel following classroom exercises.

Dr. CROUTER: An examination is made at Mount Airy once a year in connection with Sunday-school work.

Mr. CLARKE: I can say for Miss Morse's information that we examine for Sunday-school work just as regularly and just as often as we do for anything else.

Mr. DRIGGS: The same is true of Utah.

Dr. CROUTER: With us, in the lower grades the Sunday-school work is in the hands of the teachers. In the higher grades the study of the Bible itself is taken up and followed.

Mr. TATE: Miss Morse has introduced a live question. I should like to ask her what they do in that respect in her school.

Miss MORSE: We have examinations once a year, as in all other branches of study. We pursue substantially the same subject in all grades, using publications of the Bible Study Publishing Company. This year we are finishing the course known as "Gospel Stories" and "The Life of Christ." At the close of the term all the classes will be examined upon the lessons studied.

Dr. WILKINSON: A French writer once said that the apparent purpose of modern education was to prepare pupils, not for life, but for examination, and it seems to me, as near as I can make out from the drift of the talk on this subject, that there is a good deal more importance attached to the ability of a pupil to memorize certain things that he has been taught than to his mental development, or to any use he may make of his knowledge. As this seems to be a sort of personal experience meeting in which we are comparing various methods of examination, I may say that our method in California is perhaps a little different from any of those which have been explained here. Our examinations take place every month. There is no quarterly, no mid-term, no yearly examination. Our examination is held on the last day of the school month, and is simply for the purpose of gaining some idea of how much intellectual progress the pupil has made in the course of the month. The papers are prepared by the teacher. I see no reason why he should not do it, or what is to be gained by entrusting the preparation of questions in somebody else's hands. I know by experience the unconscious tendency of the teacher to phrase questions so that the pupil can answer

them correctly. But if the answers indicate intelligent comprehension, rather than a parrot-like iteration, a mere feat of memory, no great harm is done. With us the examination is attended with little nervous excitement, scarcely more than in an ordinary recitation. One purpose of the examination is to give the Principal an idea of the mental growth and grasp of the pupil. Many of the papers I go over myself, and this affords an opportunity for a little talk, commendatory or otherwise, to the class and the individual members of it. For several years it was our practice to employ a teacher from hearing schools to conduct the examination, but it was found no more satisfactory than when the task was entrusted to the teacher.

Mr. JOHNSON: I should not want the Doctor to understand that I suspect the teachers in any possible way; on the contrary, I have the very greatest confidence in them; but I believe there is often an unconscious influence or suggestion present that has its effect upon the class, and the class permits itself to be influenced. I believe both the class and the teacher prefer to have the examination conducted by somebody from outside their own classroom—I should, I know. In two divisions of the same grade, the work is conducted along different lines according to the characteristics of the teacher, and a division's progress is frequently more evident to another than to its own teacher. I believe about that in general as I do about speech work in particular. You take a class that can understand not only its own teacher, but others as well, and be understood by them, and that class will make, and is making, progress in speech; but you take a class that makes such progress as can only be brought out and shown by its own teacher, that does not mean much. That is my reason for changing teachers. I should not consider the Principal or the Superintendent as an outsider in conducting the examination. I should not think of introducing a common school teacher

to conduct an examination, but I believe some head who is in frequent touch with this part of the work should prepare the questions and not leave the scope of it to the teacher. I do not suspect the teacher at all, but I believe it is better to leave the teacher out, and I firmly believe the teacher prefers it for many reasons I shall not take time to refer to here. In saying this I sincerely put myself in the teacher's place.

Mr. CONNOR: We appoint a committee of teachers to pick out examination questions and they are submitted to me. I do not make it an invariable rule, but I often call in teachers of the different classes to consult with them as to the ability of their pupils to answer the questions. They may find something which I think the class ought to answer, but about which they may hold a different opinion. If, upon consultation, I find that the pupils are not sufficiently advanced to warrant the use of certain questions, if it is something that has been rather outside of their instruction, then I have a change made. However, I have found it a very good practice to have a committee of teachers appointed and let them make out the questions.

The subject of the third hour was—

THE HIGHER EDUCATION OF THE DEAF.

BY EDWARD M. GALLAUDET.

Mr. President and Members of the Conference:

I feel that the subject which has been laid out for me by the good friend who arranged the programme is a very broad one, and I am somewhat at a loss to know how to treat it. The higher education of the deaf includes a variety of principles and plans of work. I will ask the attention of the Conference to a few of these.

In the first place, the question of the practicability of the higher education of the deaf may be regarded as a solved problem. It has been solved in different ways. I need not tell you that in our College at Washington, which has just rounded out the fortieth year of its existence, we feel we have answered a good many of the important questions connected with the higher education of the deaf. Considering the matter from a commercial point of view, some people come to the College and want to know if they can make anything more than if they had not gone to college. I am prepared to say from my knowledge of the lives and work of more than eight hundred young people who have come under my eye at Washington, that they have accomplished a great deal more than they would have been able to had they not attended the College.

I cannot go into details this morning and say much of the work in this line or that line, but when I am asked the question, as I frequently am, by visitors to the College, "What do your graduates do when they leave the College?" I give the answer, "They do almost everything." You would be surprised at the variety of work and occupations they take up. Only last evening I heard of the latest achievement of one of our graduates. I was informed that a graduate of last June was in the employ of a political committee in New York to promote the election of a certain candidate, and he was employed to go out through the State as a "spellbinder," and it was remarked that he could hold his audience as readily as the best of them. (Laughter.) All of our young people have been able to do more for the community in which they live, and have been able to do better for themselves in a great variety of ways; of this I have no doubt whatever. On the other hand, the number of those who have dropped out by the way or have failed or gone down is very small indeed. I cannot give the percentage, but I know it is very small. The large majority of

our young people, those who have been under our training, are to-day a credit to the communities in which they live; they are good citizens and their lives are successful from a commercial point of view, and I have no question but that the higher education of the deaf as carried out at Washington has been an unqualified success.

Now it is worth while to consider whether it has been a success from a sentimental point of view, for we must look upon the young people committed to our charge not as so many machines placed in our keeping, but we must look upon them as breathing, thinking, reflecting, and aspiring creatures, whose happiness is to be considered quite apart from the mere commercial element, and along this line I shall speak as emphatically as along the other. I have seen so many of our young people as they have gone on through college, I have noted their mental development, I have observed the effect of the moral training we have provided, and I have seen the happiness of those young people increased.

I know a young man who has not risen to a very high position; he is working along the mechanical lines. He is married and has several children and is supporting them comfortably on a small salary. He has been out of college ten years. Without fail he writes me a letter once a year, a most grateful letter. He says he wishes me to know how much comfort he has in the mental training he received at college, and yet he is following an occupation he might have undertaken as well if he had not received a college education, but his tastes have been elevated, his ideas have been developed, he takes greater pleasure in life, and his happiness has been increased. Such testimonials come to me from many sources. I have received letters from graduates for many years, which tell me they can never be thankful enough for the mental training, the uplift to their tastes, and the capacity for enjoyment they have gained as results of their college training.

So on this point I do not hesitate to claim that higher education for the deaf as carried on at Washington has been successful. The students have been made happier, purer, they have higher aims, their finer tastes have been developed, and their whole life has been irradiated from that which has come to them from the training they have received at the College in Washington.

I wish to refer very briefly to the course of study we have followed out at Washington. I will not take your time to go into details, because you are all familiar with what we are doing there. We are all the time endeavoring to improve our course, to modify it and extend it, and in extending it we have endeavored to act upon the suggestions made at one of the Conferences a few years ago, to develop technical instruction. We have not found as many desiring that kind of instruction as we expected to find, but we have endeavored to give training along those lines as far as desired by our young people. We are giving instruction in electrical engineering, and one of our eastern graduates is now surveying lands in Montana; we have also given a special course in chemistry, and the achievements of some of our pupils rank high along those lines. We stand ready and willing to do everything in our power to advance the interests of the young people placed in our charge.

Now there is another question I wish to take up in considering the higher education of the deaf which is of much importance to many. Can the higher education of the deaf be as well accomplished by placing the deaf in the colleges for the hearing? I mean would it be well to abolish the College at Washington and try to secure the objects we have been seeking to gain in our forty years' work by urging the deaf young people to go to colleges for the hearing? It is known to most of you that a number of young people have passed successfully through the courses at colleges for the hearing and have received their diplomas of

graduation. If I am asked the question whether I think the deaf as a whole, or whether the deaf-mutes now in the College at Washington could do that, I should answer immediately, no. I do not think it would be possible for a majority of the deaf young people in training at Washington to undertake to get a college education in that way. I do not think they possess the mental force and the power of holding on through the many difficulties that would come to them in colleges for the hearing. Whether those who could do that should be advised to undertake it is a delicate question. I believe that the deaf young people who come to us at Washington to gain the higher education can secure as valuable an experience, so far as their mental training is concerned, as would come to young people going through colleges for the hearing. I believe they will be happier in their college life where each one is on an equality with the other. At Washington the deaf do not feel that they are afflicted. They are on a perfect equality and they do not feel that one has an advantage that another does not possess. It is not as in a college for the hearing where everybody is for himself and the deaf student feels cut off, but at Washington each is as good as another.

In the College at Washington the students have their various organizations as in colleges for the hearing. They have their dramatic clubs, their athletic organizations, and you will find in the education building here some of the trophies the young men have won on the football field. A few years ago a league was formed composed of seven or eight colleges, including the Johns Hopkins, and our college boys won so many games that the other colleges felt compelled to break up the league to get rid of them. (Applause.) That gave them an opportunity to feel they had a college life. Our students even have a college yell (laughter); I think perhaps one of our former normal students now present could give it to us. The college life at

might be understood that he referred to progress along ordinary lines of school work. The public who hear or read reports of this Conference might receive a wrong impression. I am sure the Doctor did not mean that our schools are not advancing or that we are not endeavoring to raise them to a higher standard of efficiency.

Dr. GALLAUDET: I referred especially to the standard reached for admission to college, for the standard in that respect has not advanced as I have wished, and my remarks were directed particularly toward that point. Our schools for the deaf have certainly made commendable advancement on many lines during the last few years.

Mr. TATE: It is my privilege again to present to this Conference the greetings of one who has spent his life in this work, and who feels a deep interest in the progress of the work to-day, an interest that is as strong to-day as it ever was. In this connection I would also add the name of another, and I bring to you the warm, heartfelt greetings of both Dr. Noyes and Judge Mott, two veterans, as you all know, in the profession. (Applause.)

Dr. GALLAUDET: I am sure, Mr. President, we are most pleased to receive these greetings, and I venture to make a motion that the Secretary of the Conference be authorized to send a telegram of greeting to Dr. Noyes and Judge Mott. With the warm feeling we entertain for these men I believe they would appreciate such a message.

The motion was numerously seconded and, being put to a vote, prevailed unanimously.*

The Conference adjourned until Tuesday morning at 9 o'clock.

*The following message was sent: "The Conference of Superintendents and Principals of Schools for the Deaf sends cordial greetings and sincere good wishes to Dr. Noyes and Judge Mott."

SECOND SESSION, TUESDAY.

The Conference was called to order by the President at 9 A. M.

The election of officers for the next three years had been appointed for this hour, but owing to the rapid gathering of the great audience for the Helen Keller Day exercises, it was impossible to transact business satisfactorily, and the Conference adjourned till Wednesday morning at 9 o'clock.

At 10 o'clock the exercises of Helen Keller Day were held as described in the November number of the *Annals*, pages 466-474.

THIRD SESSION, WEDNESDAY.

The Conference was called to order by the President at 9 A. M.

The minutes of the meetings of Monday and Tuesday were read and approved.

The subject of the first hour was—

SECTION SIXTEEN OF THE NATIONAL
EDUCATIONAL ASSOCIATION.

BY JOHN W. JONES.

In 1896, application was made to the Executive Committee of the National Educational Association for the establishment of a special department for the instructors of the deaf. This Committee took the request under advisement and provided for a tentative meeting at Milwaukee in 1897. Before a decision was rendered, as I remember it, as to whether a special department would be granted, a similar request was made by those interested in the education of the blind, and as one was also anticipated from those engaged in the education of the feeble-minded, the Committee decided to establish a special department for the instructors of the three classes of defectives. This department

nected with the general Association, it would attract public interest, and so widen the influence of the instructors of the deaf in their respective communities and among the public at large, and whether the effect has been felt in that direction to any extent by the educators that assemble in the meetings of the National Educational Association. Has the general public shown any increased interest in the work?

Mr. JONES: There has as yet been very little interest shown on the part of the general public. I do not think there was a single visitor present at the last meeting.

Mr. ELY: About how many were there in attendance at the last meeting?

Mr. JONES: About fifteen or twenty active members, and that was a larger attendance of such members than we generally have.

Mr. S. T. WALKER: It strikes me that in the reports that have been given of the so-called meetings held in connection with the National Educational Association, even if they have not been productive of what was intended when they were first organized, so far as attendance and other features are concerned, yet whatever action has been taken in those side meetings has been published and gone out to the world, and it has led the people interested in the education of the deaf and the general public to believe that all resolutions and other matters emanating from those meetings express the sentiment of the profession at large, and I think it would be well for us, in view of all the facts as they are familiar to us at present, to withdraw from the National Educational Association and not to endeavor to have any more meetings in connection with it. If it is in order I will make a motion to that effect.

Dr. DOBYNS: I have attended, I think, three of these meetings. I attended one at Los Angeles, and I believe Mr. Jones was sick and unable to be present on the day that most interest was manifested, but I have never attended a

meeting of the educators of the deaf where I thought there was more interest manifested than on that day. Dr. Wilkinson was there and I think he will bear out my testimony in that regard. I attended another meeting at Charleston at which Dr. Crouter and Dr. Gordon were present, and I think there was great interest manifested at that meeting, and there were a great many present not connected with the education of the deaf. As long as it does not entail any expense upon us I see no reason why we should not continue to be connected with the National Educational Association. There is nothing compulsory about attendance; the work of the Department is kept before the public and I think we would gain nothing by withdrawing, but I can see where there would be an advantage in continuing our connection with the Association.

DR. CROUTER: It seems to me the resolution offered by Mr. Walker is hardly in order. Section Sixteen of the National Educational Association represents the educators of the defective classes of the country. We are a Conference of Superintendents and Principals of Schools for the Deaf, in no way connected with Section Sixteen of the National Educational Association, and it would hardly seem in order for us to act upon the resolution offered by Mr. Walker.

THE PRESIDENT: The chair will rule that the point of order is well taken. This Conference has no connection with the Department of the National Educational Association. There are only several members who are connected with that Department, and I shall, therefore, rule that motion out of order.

MR. S. T. WALKER: How did we become members of Section Sixteen of the National Educational Association?

THE PRESIDENT: Through the independent action of the teachers of the deaf, some of whom are members of the Association.

Mr. S. T. WALKER: I should like to know when that Section was formed or organized.

Mr. JOHNSON: At the time of the meeting of the National Educational Association at Milwaukee I think the American Speech Association met there also, and this matter was discussed at that time. It was agreed that we make application for the establishment of Section Sixteen, but the understanding was that we should confine the Section solely to the deaf. My recollection is that Dr. Gordon, Mr. Crouter, and myself were appointed as a committee to formulate some plan of action. We formed a "Round Table" for the deaf, but they (the National Educational Association authorities) concluded to widen their scope of action and take in all of the defectives.

Dr. GALLAUDET: I am not able to name the Convention at which the effort was made to secure the co-operation of the Convention of American Instructors of the Deaf to form this Department of the National Educational Association, but the action was taken in a regular Convention.

Mr. S. T. WALKER: After the Conference at Faribault did we not take such action at Madison?

Dr. GALLAUDET: At the Convention held at Flint a movement was made to have this Section established and the Convention declined it. The motion has been ruled out of order by the chairman, so it is hardly debatable. I only gave my recollection of how the Section came into existence, but neither that Convention nor this Conference has any voice in the matter. If we pass any resolution at all it could simply be in the nature of expressing our sentiment in favor of discontinuing our connection with the National Educational Association; but this Conference has no jurisdiction whatever in the matter.

Mr. S. T. WALKER: Then a half dozen people can go to the Association meetings and associate themselves together as representing all the educators of the deaf; formulate

resolutions that may express the opinions of a majority of the half dozen present; have them published in the proceedings and sent broadcast as the apparent sentiment of the educators of the deaf of this country?

Dr. GALLAUDET: There seems to be nothing in the way if they should desire to do so.

Mr. HAMMOND: At the Convention at Flint the idea was advanced that, should we decide to hold our Convention at the same place where the National Educational Association met, we could exert a larger influence much more easily than we had previously been doing; but the objection urged at that Convention to our taking part in it was that our regular Convention would be swamped in the immense National Educational Association convention.

Mr. JOHNSON: As I feel somewhat responsible I should like to state the reason for this subject being placed upon the programme. Provision was first made for a "Round Table," and finally this Section was created at Milwaukee. Anybody can go into the meeting of the Section and pass any kind of a resolution as stated. I do not think it is within the province of this Conference to order the withdrawal of the Section from the National Educational Association, but we can withdraw as individual members. All we can do is to adopt resolutions advocating the withdrawal of individual membership from the National Educational Association and establishing our own meetings at the same time and place as instructors of the deaf; we can do that. I thought the subject ought to be brought before this Conference so that if we desired to take any action of that nature we could do so.

THE PRESIDENT: I feel that I am somewhat responsible for Section Sixteen. I was present at the Milwaukee meeting and was requested to sign the papers making application for the establishment of this Section. I admit that I did not think the National Educational Association wanted us, and I certainly know that we do not want them.

Mr. NELSON, on behalf of the Committee on Credentials, submitted a partial report showing the number of active and honorary members present at the Conference.

The consideration of the subject assigned to the third hour was then taken up, viz:

MORAL AND RELIGIOUS TRAINING.

Discussion.

Dr. DOBYNS: The chairman of the committee who notified me that I was on this programme took particular pains to say that he did not want a paper prepared, so I felt very much relieved; all he wanted me to do was to hold down the chair during the discussion and keep somebody else on the floor.

This is a very important question. The moral and religious training among the deaf is so important that I do not believe the schools for the deaf could be successfully conducted without that instruction; and in order that we may proceed immediately with the discussion of this question I will ask Dr. Wilkinson to give us his views upon the Moral and Religious Training of the Deaf.

Dr. WILKINSON: I do not know why Dr. Dobyns should call upon me this morning; he gave me no notice of his intention, and it is rather an arbitrary way in which to ask one to take the floor.

There is only one phase of this subject now before us that I would like to have discussed. In regard to the general moral and religious training, I do not suppose there is very much diversity of opinion among the managers of the different institutions. I presume we shall agree that if there is any one thing that is of primary importance in the training of the deaf, it is the proper cultivation of the moral and religious side (I do not mean in a sectarian sense), and that such training should be carefully looked after. If our

pupils at the time when they leave us do not possess the fundamental principles which underlie life and religion, we may sadly say that our work has been a comparative failure.

I do not think it is necessary to discuss here as to how and what method should be employed in giving this instruction. I doubt whether there is very much difference of opinion on *that* point. It may be that some of the superintendents here have certain methods that they will elucidate and set before us, which may be of value to us all. They may have something original and, if so, I hope they will give us the benefit of their experience. But there is one thing about which I should like to have the conscientious opinion of the whole Conference, and that is what to do with the Sabbath day. I remember very well as a boy what a weariness of the flesh Sunday was to me. I was brought up under very strict Calvinistic doctrine and practice. Whether for good or ill, I certainly have felt the training I received from my father and mother, and through them from a long line of ancestry. I was not a bad boy, yet I well remember that the Sabbath was a very tedious day to me, and I find the children of the present day are no different from children in my day, and what to do to make Sunday a day that should be looked forward to as a coming pleasure and not a pain is something I should like help and advice upon. What shall we do to amuse the pupils? We cannot have them go to Sunday-school all day. We cannot make them attend lectures, and deprive them of all the usual pleasures of the ordinary days of the week, and then expect them to look forward with great enthusiasm to the coming Sabbath. How far may we introduce what are called *secular* things? How far may we use magic-lantern exhibitions, and what properly may be the subject of those exhibitions if we have them? Shall they be confined strictly to the regular Biblical events which they some-

times find it hard to believe and which sometimes their parents do not believe at all? May we give scientific instruction in the form of illustrative and instructive lectures with the lantern and physical apparatus? Children are always interested in experiments. Is there anything wrong in introducing chemistry with some of its laboratory practice? What shall we require of the pupils outside? Must they sit down upon the benches under the trees after the general instruction of the day is over, or walk back and forth within a circumscribed area, or shall we allow them to engage in any play? I remember going across the campus not long ago, and there I saw a lot of little fellows with their coats off playing ball, and they were having a good time. To them Sunday was not a "dry" day. I stopped to think. What are these children doing that is wrong? What is there about that game that is wrong? They have done all their duties during the day; they have been to Sunday-school in the morning; they have been to the afternoon lecture, and they have done all that is required of them. What is there wrong about this little game of ball? I confess I was in great doubt. I finally called to them and said, "I must say I do not see anything wrong in your game, but you know people judge the deaf by what they see them doing. They judge of the instruction of the Institution by what they see them do, and some people will say that our boys are brought up like young heathen without any regard for the Sabbath." They put on their coats and laid aside their balls and clubs, and I left them wondering after all if I was not something of a hypocrite myself. People in a community where there is a good moral sentiment, as there is in Berkeley, think a game on Sunday is entirely out of spirit with the instruction we received when we were boys, but what was there wrong about those boys playing that game of ball? The thing troubled me and troubles me yet to know how we can make the Sabbath something that the pupils shall not fear or look forward to with dread.

That, is about all I have to say, simply to throw open to you the matter of Sunday amusements, and how far we can permit our pupils to indulge in them.

Dr. DOBYNS: We have some new blood in this Conference and we may get some new ideas out of this new blood. I am going to ask Messrs. Stewart of Nebraska, Walker of Wisconsin, and Gillett of Illinois, each to give us a few minutes' talk upon this question, and by that time I shall have a new relay.

Mr. STEWART: I do not think, notwithstanding we are new blood in the Conference, that our way of treating the Sabbath day is different from that of my older friends. I know my training was obtained under the instruction of a man who used to be a member of this Conference, and his ideas of the Sabbath were very much the same as those of Dr. Wilkinson. In our own Institution we still follow, where we can do so, the generally established rules, using a part of the day for Sunday-school work, a part of the day for a lecture on some moral topic, a part of the day for the usual study, and the rest of the day is given to the pupil for his own time, which is used in our school very often in nice weather for a walk in the country. I was brought up myself rather strictly on such questions and was taught that it was improper to go driving on Sunday, to use horses, or to go into the woods to gather flowers; but I have come to differ somewhat with those ideas of Sabbath observance; I do not think we can have better thoughts or get closer to the communion that we feel the necessity for and the spirit of the instruction given our pupils in our talks with them than by going out away from the Institution buildings, away into the fields or into nature. We do not send our supervisors with the older boys, but as a rule we send them off in small groups, and we have yet to have a report sent back to our school of a single misdemeanor committed by those children. These walks become both a benefit and a pleasure to our boys.

We have in the last two years added what we call our Christian Endeavor evening meetings led by our teachers, one on the boys' side and one on the girls' side. I am glad to say that the children enjoy them. They prepare little matters of their own to bring to their teacher, and are so much interested in those meetings that they hunt up verses of Scripture, and put their ideas in writing on some subject that has been assigned to them.

Aside from that, we do not differ from the old-line education in teaching our children moral principles. Yet we all must recognize that it is of the first importance in all of the phases of school work that the moral training be systematic and thorough; I believe it would be better to shorten the school hours than to neglect that training. The pupils that have gone out from our Institution are either a credit or they are not a credit, and the nearer they come to doing those things that are just and right, the more likely they are to give our legislatures and the public generally the impression that the school is worth maintaining. But if they turn out to be rascals and scalawags the representatives of our State will point to them and say, "That is what your State Institution is doing." Those cases that turn out a disappointment are usually pupils who have been in the Institution only a short time, and who had had influences thrown about them that were not moral before they came into our school, but if they remain long enough they may be changed in character and become a credit and honor to the Institution and their friends.

MR. E. W. WALKER: I am in the same position with the other men at this time, being called upon unexpectedly. This is my first attendance upon a meeting of this Conference, and I am struck with the pleasant way in which Dr. Dobyne disposes of his topic, "The Moral and Religious Training of the Deaf," by placing the responsibility upon the rest of us. (Laughter.)

The Sabbath is not a bugbear with us; on the contrary the children call it one of the pleasant days. We cannot do as they do in Nebraska for the reason that Saturday is a free day. Our general plan for Sunday is, I think, the same that obtains in other institutions, although I do not know whether we are following the beaten track or not. I do not know so much about other institutions, but our Sunday is planned to break the day with so many little duties that it does not become tedious. At nine o'clock a forty-minute Sunday lecture is given by the Superintendent and teachers alternately. If they wish, the children then go to the various down-town churches with some one to accompany them as interpreter. Those who do not go to church go to the study-rooms from eleven to twelve to study in preparation of the Sunday-school lesson. Sunday dinner is served at 12.30. At 2.30 the children go to Sunday-school, which lasts until 3.30. Supper is served at 5.30 and the prayer-meetings begin at seven. It will be noticed that the day is so broken up that there is not at any time more than two hours when the children are unaccounted for. A year ago our books were rearranged, giving to each class a small library of perhaps twenty-five or thirty volumes. Many of the pupils spend their odd moments on Sunday with these books.

During the past year our prayer-meetings have taken on a more elaborate form, somewhat like those maintained in Nebraska, except that once in four weeks we have union meetings of the boys' and girls' societies. At that time we have a clergyman for the deaf with us, either from Milwaukee or Chicago. Once a month this clergyman gives the Sunday lecture and on that day the boys and girls hold their meetings together. The other three meetings are rather preparatory. We are apt to call on those who have done best in the three interim meetings to take part when the clergyman is present, so that the prayer-meeting has taken on a good deal of zest.

I do not share the feeling that Sunday is an unpleasant day. We do not have Sunday games such as base-ball, foot-ball, or basket-ball. We do let the children use the swings. This difference is not because the former things are immoral on that day, but because I think Sunday should be different from other days. I have no religious objection to games upon the Sabbath, but I do object to all games that would tend to make the Sabbath like all other days in the mind of the child. Perhaps the best satisfaction our children get from the Sabbath day is that it is different from other days. They may put on their best clothes, and there is great satisfaction in this. Hence, we permit none of those games that interfere with Sunday dress-up.

Mr. GILLET: The Sabbath is not a particularly irksome day to our pupils. We, in the Illinois School, follow a programme similar to that that Mr. Walker says is observed in the Wisconsin School. Sunday-school is held at nine o'clock in the morning. After that pupils who wish to may attend church in town, but there are not many who care to. In the afternoon we have chapel service from three to four, at which a lecture is delivered. It is held at that hour because it breaks into the afternoon, which might otherwise be monotonous. There is no question in my mind but that in the past the influences exerted upon our pupils by the Sunday religious services has been very helpful spiritually. I believe this comes about largely through the personality of the Superintendent. I am sure, if I may be permitted to say so, that this was true of my father's influence. I have met a great many different pupils here this summer, former pupils of our Institution, and they almost invariably make it a point to say that they have never forgotten the Sunday lectures they listened to at school. My father nearly always lectured himself on Sunday. I believe this is an all-important matter to have in mind, the personal

influence we ourselves exert upon the pupils. Water cannot rise above its source.

I should like to ask in this connection what the idea is of those present in reference to allowing pupils to play cards. I do not ask this question with reference to playing on Sunday, but concerning any day of the week. I stepped into one of the rooms at the large boys' cottage one Sunday last year and found a boy shuffling some cards. Of course, he was taken by surprise, and he and the other boys thought they were to be punished. I merely told them they ought not to play on Sunday, that he should give me the cards, and when school closed I would return them to him. It has been a question in my mind whether or not to allow them to play cards on week-days. I should like to have the opinion of the members present with reference to this matter.

Dr. DOBYNS: We have some old as well as young blood here. We have heard from some of the young blood and now we want to make a little change. We have an old gentleman here, who, I remember, years ago when I was quite a young man, attended one of our conventions on his bridal tour. I am going to call upon Mr. Tate of Minnesota for some remarks upon this subject.

Dr. TATE: As I came in only a little while since, I have not heard much of the discussion this morning.

In reference to the question Mr. Gillett puts before us, my belief is that cards had better be kept out of the schools for the deaf. It is an accomplishment that men can do without, and if they must have it let them learn it after they leave school. Right in connection with that I wish to say that I do most heartily approve of games—games that require quickness of thought and calculation. I think such games are exceedingly valuable to the deaf; even the game of dominoes is valuable, because it teaches them to think and calculate quickly.

I do not think our programme in Minnesota differs materially from those of other institutions on Sunday. We have a regular Sunday-school lasting from forty-five to sixty minutes, beginning at nine o'clock in the morning. In the afternoon we have a lecture on Bible history, which the more advanced pupils of the school are required to reproduce in tablet form. I have a series of lectures that cover the Old Testament history of four years, and I give them just so much as they are supposed to be able to compass and reproduce, and I am one of those who believe that unless children study the Bible and learn something of the facts contained in it while they are children, they will never learn it. My further belief is that the Bible is about as good history as we can put before them. We all know that it ought to be introduced generally, and we know that it ought to interest children; we must make it thrilling, there must be action in it. I do not believe I appeal to an audience that is ignorant of the history of the Bible. It is thrilling and you can get as much interest as you wish. Those children do take an interest in it, and it is a good diversion in the middle of the afternoon. I just want to mention an incident to show what can be accomplished along that line. Some three or four years after I left Missouri one of the teachers there was giving in her Sunday-school class some history from the life of Daniel, when a little girl held up her hand and said, "I know more than you said." The little thing went on to give a number of facts the teacher had not attempted to give at all. The teacher was surprised and asked, "Where did you get that?" The little girl replied, "From Mr. Tate's lecture." At the time the lectures were given she was too small to have them fixed in her mind, but several years having elapsed her means of expressing herself had increased, and she was able to put her early impression into language and she did it. To my great astonishment I reached a class of children that I did not suppose I was reaching at all.

That is not all the moral training we give our children, of course. Our every-day lectures are all of a moral character. We take a Bible text and we give them such practical talks as are elevating and helpful, and I believe it is an excellent thing for the teachers to be present at those lectures. On Saturday forenoon the Lutheran minister spends an hour with the more advanced children of that church, and he prepares them for confirmation, and for several years he has had large classes to confirm. The Catholic priest has come up and given instruction to our children and he has also confirmed classes. Further than that we have no religious exercises. The children are permitted to attend church services of their preference in the town on Sunday morning. They have no employed attendants, but a number of our most trusted girls, who are called monitors, usually have the children put in their care and accompany them to church.

Dr. DOBYNS: We have a Superintendent here who has been at the head of an institution for a long time and I know he studies the interest and welfare of deaf children. I visit his school often, and if there is one thing that stands out more prominently than another it is that he looks first after that which is for the interest of the pupils in that school. I should like to hear from Mr. Rothert of Iowa.

Mr. ROTHERT: My judgment about maintaining schools for the deaf is simply this, to endeavor to make them as much like home as it is possible for us to do. I question whether the teachers and Superintendents who endeavor to secure some ideal can find one that is better than the moral and religious American home. As you educate your children for that home life you are securing for that American home, that religious home, the moral and religious training those children need. There is little difference in our methods, and yet each Superintendent stamps his individuality upon his own school. There are thirty-seven

Superintendents here and there are thirty-seven different schools, and they arrange differently the mental diversion and moral training on Sunday. Now I believe, like Dr. Wilkinson, it is a source of trouble, it is a source of serious thought, how to give to those children a good, restful, religious Sabbath. While we have set programmes as they have in Nebraska and Wisconsin, and have our lectures in the morning, there is this difference: the Superintendent assigns the subject for the Sunday morning lectures. The list of subjects is made out two or three months ahead, and the teachers are expected to follow the suggestion of the Superintendent. We do not have chapel exercises in the morning of week-days when we open school. I consider it a waste of time of the child. In that we differ, but we differ conscientiously. I do not consider it necessary to take up the time of the child, that is everything to that pupil, for the sake of giving a fifteen minutes' talk in the chapel. My teachers do that in the schoolroom. Our exercises every morning are held in every classroom; they are of a religious nature, and I do away with chapel exercises for that reason. I do not allow cards. It is not the use of cards, but it is the abuse of cards that is dangerous to the deaf.

We endeavor to run our Institution upon a broad and liberal basis. We do not want to be confined by narrow limits, nor do we recognize the restrictions of the past, but we endeavor to take advantage of new thoughts and new ideas. The education of the deaf is progressive. The school that is run as it was twenty years ago cannot have the successful results that the school has which is regulated and governed by progressive thought.

I rely very largely for the moral and religious training of my pupils on my teachers. It is to them rather that I commit the care of my pupils, and I expect them to do in the classroom what I expect them to do in the Sunday-

school room, and I expect them to do in the Sunday-school what I expect them to do in their associations of the children on Sunday. My teachers take charge of the Sunday-school and the Christian Endeavor meetings, and occasionally the Superintendent visits them in their evening prayer-meeting. These meetings are especially for the pupils, but it really depends largely upon the teachers themselves as to what this moral and religious training is, and all the moral and religious training that is given the children should tend to one end, and that is to make a good man and a good woman.

I am somewhat in sympathy with Dr. Wilkinson's suggestion; I can see no harm in those boys playing ball. Certainly we have got beyond the time when such a thing should be considered a sin. It is not wrong for a boy or girl to have a pleasant thought on the Sabbath day, but like Dr. Wilkinson I fear the public generally does not appreciate or realize the fact that we have deaf children to deal with, who ought to be trained differently from hearing children. The public will look down upon that institution which permits that sort of recreation on Sunday; therefore we are somewhat limited in what we may prepare for our children for fear of unjust criticism from the outside world.

Dr. DOBYNS: I believe I have called on all the extremely modest members of the Conference, and I will now throw the meeting open to anybody who has anything to say upon this subject. The question is now open for debate. I do not mean to say that those who are to follow are not modest gentlemen, but I referred more particularly to the modesty of the gentlemen who have spoken. I am going to limit the speakers now to two minutes.

Mr. MATHISON: I was afraid the chairman was not going to call on me, but I have something to say at any rate in this matter. I come from Canada; you all know that. We do not play ball on Sunday—neither foot-ball, basket-

ball nor base-ball—and we do not play cards. We do not permit any of those games on Sunday.

Mr. CONNOR: They did not even permit me to go fishing on Sunday when I was up there two years ago. (Laughter.)

Mr. MATHISON: I think our exercises on Sunday are somewhat similar to those that have been mentioned by the various Superintendents who have spoken, with this addition, that on Sunday afternoon we allow our pupils to write letters home, and they take advantage of the privilege; it enables them to spend a great deal of their time communicating their wishes and desires to their loved ones at home.

In regard to cards, as mentioned by Mr. Gillett. Our officers and teachers at one time made a request to be allowed to play cards. They put in the plea that it was rather dry and dull in the Institution in the evening and that they ought to be allowed to play cards. I do not think there is anything wrong in playing a game of cards. I never played for money in my life, but I always considered playing a game of cards a means of keeping my children from going out at night; I could always find them at home. My wife learned to play cards in order that we might keep our children to ourselves. As I said, our teachers wanted to play cards. I considered the matter carefully and finally consented. They liked to play cards and could not play enough. They got up early in the morning and played, they played after school, and they played in the evening. I watched this card-playing and I concluded the results were not what they ought to be. When the pupils came back in the fall they thought they ought to be allowed to play cards also. Twenty packs of cards were collected one day and ten more the day following. We have not had cards since. We are not so liberal as they are in Iowa and some other States.

In regard to religious instruction, we have the ministers of the various denominations come up on Friday afternoons,

when they give religious instruction to the pupils. We have a Roman Catholic teacher in the Institution and he gives religious instruction to the Catholic children on Monday and Friday afternoons and prepares them for First Communion. They go to the Roman Catholic church every Sunday morning when the weather permits. The reverend father and bishop come at various times and we are always glad to see them. The religious instruction as given in the Institution is beneficial of good results after pupils leave the Institution. There are 150 deaf and dumb people living at Toronto, graduates of our Institution, and they have their own religious services every Sunday morning and evening. They have different religious exercises at various times during the week. At Christmas times they hold a religious conference of members from all over the Province, and this conference sends out missionaries to some of the outlying towns; to Hamilton, London, and other places, and they hold religious exercises there. I have often thought, although I may not be right, that the influences exerted upon the children at the Institution enabled them to take part in the various exercises held at those different places with good results. I think the religious exercises of the Institution are for good, and I hope we shall always continue to afford pupils the moral and religious instruction that will make of them good men and women after they leave us.

Mr. HAMMOND: I am bothered in the same way as the other gentlemen about the long hours and the tedious Sabbath, and our general plan is about the same as that of other institutions. I have been wondering whether it would not be a good thing to change the programme, and in place of the Saturday holiday give a Wednesday holiday instead. Instead of having two days in succession without school have the holidays at equal distances apart during the week. They will get just as much holiday by having

Wednesday free as they will by having Saturday free. Their diversions and everything would be just the same, but I think the effect on the whole would be better.

Mr. WADE: As I understand the subject under discussion it is: "Without doing away with any of our moral or religious instruction, what are we going to do to give pupils a 'good time' on Sunday?"

I have twice spent Sundays in institutions for the deaf, once in one of our newer western States where everything reasonable "went," and once in one of our more eastern States. I confess that in the second instance I appeared to shock the sensibilities of the Superintendent when I proposed a carriage ride on Sunday afternoon for the pupils. I rather think the Superintendent acceded to my proposal lest I might propose something worse instead. Now in both cases I saw the happiest lot of children I think I ever did see, and I am pretty sure my Eastern friend will not hesitate a second time about giving his consent to such a request from me. I think that the providing of a "good time" on Sunday is what Dr. Wilkinson wants to get at.

Dr. TATE: I should like to ask the sentiment of the Conference on the question of foot-ball. What do you think of it?

Dr. DOBYNS: Let them play it.

Dr. TATE: Foot-ball is a moral question.

Mr. CONNOR: It seems to me we are liable to overdo these things rather than underdo them. I should have no hesitancy to allow my boys to play foot-ball or other games on Sunday if it were not for public opinion. People draw fine distinctions anyway. What is the difference, for instance, between marbles and billiards? Marbles is a game played with balls of stone rolled in the dirt with the fingers and is considered an innocent game. Billiards, on the other hand, is a very wicked game, played on a nice, clean table, with balls of ivory that you punch with sticks. Cards are also a

very wicked game that is played with pieces of pasteboard with spots on them, while dominoes is a very nice, innocent game, that is played with pieces of bone with spots on them.

While it is true that we do not allow our pupils to play games on Sunday, we have a very large yard, and several of the boys have bicycles which they are allowed to ride around as much as they want to, and they jump and play and chase each other as much as they like. We have no restrictions upon them in that respect. They take walks on Sunday afternoon in charge of one of the teachers or supervisors, and sometimes the older boys and girls take charge of the younger. We never have any Sundays hanging heavily on our hands in Georgia. Our Sunday-school and other Sunday exercises do not take up more than an hour and a half of the day, and the children devote the rest of the time as they see fit. If there is any misconduct, or if there is any conduct that is not altogether proper, of course it is looked after, but on the whole we let them do pretty much as they like on Sunday.

We vary our Sunday exercises a little from the usual custom. We have our Sunday-school in the morning that takes up an hour, and the lecture in the afternoon, in which the teachers are instructed to occupy not less than fifteen nor more than thirty minutes. The subject of the lecture is always the Sunday-school lesson for the next Sunday. We do this to familiarize the pupils with the lesson, so that they may study it intelligently during the week. I was not, like my brother Wilkinson, "brought up under Calvinistic doctrine," but, like Topsy, I "jest growed," and the doctrinal points of the various churches have never amounted to anything with me. Those things have never bothered me in the least, and if I were to find one of my teachers trying to inculcate the doctrine of his particular church in the minds of his pupils, it would be considered sufficient cause for dismissal, provided he persisted in it. We try to have

taught in our school this principle: "Do right because it is the right way to do." I never say to my pupils, "If you do that the devil will get you," but I say to them, "Do right because that is the right way to do." Now I do not mean to say that we carry that principle out at all times, but we try to do it.

On motion of Mr. ELY the regular order of business was suspended for the purpose of hearing the report of the Committee on Nominations.

Mr. N. F. WALKER, chairman of the Committee on Nominations, on behalf of the Committee, submitted the names of the following nominees for officers of the next Conference:

President, RICHARD OTTO JOHNSON, of Indiana.

Vice-President, J. N. TATE, of Minnesota.

Secretary, AUGUSTUS ROGERS, of Kentucky.

Assistant Secretary, J. P. WALKER, of New Jersey.

Executive Committee: R. O. JOHNSON, of Indiana, F. D. CLARKE, of Michigan, J. H. JOHNSON, of Alabama, W. K. ARGO, of Colorado, and A. L. E. CROUTER, of Pennsylvania.

Dr. DOBYNS moved that the report of the Committee be adopted, and the motion was duly seconded.

Mr. S. T. WALKER: Does this motion elect the officers if it is carried?

THE PRESIDENT: The chair is of the opinion that the motion to adopt the report of the Committee elects the officers, but the motion could be divided if any one so wished.

Mr. S. T. WALKER: I have not the least feeling toward any of the nominees other than the most friendly, but in looking over the names of the Executive Committee I notice the absence of the name of a man who was a member of the Committee, and adorned it for a great many years—our old

friend and Nestor Dr. Edward M. Gallaudet. I think he ought to be a member of the Executive Committee.

Dr. GALLAUDET: I should be very sorry, indeed, to see the name of any one of the present nominees on that Committee dropped to give me the place. I wish to thank the gentleman for his kind consideration. I am very well pleased with the Committee as at present constituted and with their management of the Conference.

Mr. N. F. WALKER: In behalf of the Committee I would state that we made no change in the Executive Committee, for the reason that we appreciated the fact that they had given us excellent service. I was at the Talladega meeting, when this Executive Committee was elected, and for some reason at that time Dr. Gallaudet asked to be relieved.

Mr. MATHISON: We have quite a number of young Superintendents in the Conference. I am one of the old-timers and did not expect to be on the Executive Committee, but I really think on looking over the members that some of the older members might retire and give place to some of the newer Superintendents. I remember I appreciated the honor very much to be placed on the Executive Committee at New York City, and I have always felt kindly toward the member who proposed my name, and some of the older members retired at that time. We do not want to continue the same officers forever, although every gentleman on the Committee is a good man. I think our Superintendent Jones, the Superintendent of the Wisconsin Institution, or Mr. Rothert, might well be placed on this Committee. Electing officers in this way does not give us a good chance to express our preferences. Even though this is the report of the Nominating Committee, I do not think that Committee ought to have the power to elect officers. No member wants to get up and make any personal objection to any of the nominees. I do not know whether my views will prevail or not, but I think it is only fair that you should know my feelings in the matter.

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Mr. N. F. WALKER: I think the idea of the Committee was that they should simply suggest the nominees and not elect the officers.

THE PRESIDENT: The chair rules in advance that the adoption of the report of the Nominating Committee elects the nominees they have reported.

A vote being taken upon the motion offered by Dr. Dobyns, the report of the Committee on Nominations was adopted and the nominees declared duly elected.

The suspended programme was then resumed by the consideration of the subject for the fourth hour, viz:

DAY-SCHOOLS, THEIR ADVANTAGES AND
DISADVANTAGES.

BY WARRING WILKINSON.

I feel somewhat out of place by being put in this position of speaking on the subject of day-schools, their advantages and disadvantages, because there are others here who have had much more experience in this matter, and who because of their experience in managing a day-school are eminently fitted to discuss it. Mr. Crouter is here, and there is no one connected with this Conference who can speak *ex cathedra* with more force than he. There may be some Principals of day-schools present who are able to speak concerning the advantages of the day-school. I cannot speak on both sides of the question, for I am unacquainted with any *real* advantages of the day-school. I know what are claimed as "advantages," but they are mostly sentimental and, as I believe, largely exaggerated. It is said by advocates of the day-schools that it is a great hardship to separate mother and child by sending it to an institution; that the child is thereby deprived of home influence, and that this separation breaks up the natural ties of family and kindred. There is enough truth in these pleas to arouse the sympathy

of the uninformed public and, in addition, the parents equally uninformed are led to believe in the results of a certain "new" method, which results, I am sorry to say, are not and never can be realized.

While I have not had the experience of Mr. Crouter in directing a day-school, I have visited a good many, both in this country and in Europe, and have carefully and impartially studied the results obtained in them. I know what is done in England, France, Germany, and I know what is done in this country. The result of my observations is one of those things which it is rather difficult to discuss openly in a Conference like this because one would need to be somewhat personal, and there are some connected with day-schools whom I admire greatly, and whose work I should call creditable, but it is not the day-school as one sees it under Miss Fuller at Boston, as one sees it at Milwaukee under Miss Wettstein, or as one sees it in some of the Chicago schools, that I object to. The day-schools of Chicago, under a Supervising Principal who can organize and direct the classes, prescribe the courses, and watch results, are more like an institution than a country day-school, with the disadvantage, however, of great loss of time in going from school to school. They are very different from the day-school as I found it throughout Wisconsin (excepting Milwaukee), as I found it in some of the other States, and as I found it in England. The day-school that I refer to is the petty little thing of six or eight children, isolated, often with incompetent teachers, and where the teacher is really earnest and desirous of doing good work, she often has little co-operation, no opportunity for advice and consultation, and no classification. What can one expect a teacher to do with six or seven pupils ranging in age from five to twenty years? We all know what trouble classification is in schools for the deaf. I should say no satisfactory classification could be obtained in a school of less than three hun-

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dred pupils. What then can be done with half a dozen pupils, varying thus in age, of differing degrees of intelligence, congenitally deaf, semi-mutes, some hard of hearing, and some of whom can hear but cannot speak, which means of course mentally deficient? With such a class, even if the teacher is competent and experienced, one has no reason to expect anything but a poor result.

The irregular attendance of day-pupils is a serious hindrance to their progress. This evil was specially emphasized by Dr. Stainer in his testimony before the Royal Commission, and he was the father of the day-schools in London. The causes of this irregular attendance are many, such as distance from school, insufficient clothing, petty ailments, need of the child's service at home, laxity of effort and interest on the part of parents, teasing of the child to see a street parade, and a dozen other excuses that have no place in institution life. The percentage of loss in pupils' time and teacher's energy is far beyond what is generally known. It may be said that these hindrances arise mostly in the families of the poor, but one must also remember that our pupils come largely from the homes of the poor.

The lack of supervision out of school is another disadvantage of the day-school, and because of this lack I am justified in saying that the moral effect of the day-school is bad. You must not misunderstand me. I am not speaking of the teacher's influence or responsibility, which cease when the closing bell rings, but I refer to the fact that the children, while they go ostensibly to their homes after dismissal, are really on the street. There they fall into bad companionship, and being, as we know, extremely susceptible to evil example and leadership soon take to waywardness and vice. I am sure that the discipline, moral and otherwise, is far less effective and salutary than is the moral and intellectual discipline of the well organized and well ordered institution.

The value of manual training is not to be overlooked. It is confessedly outside the province and scope of the day-school, save here and there a little sloyd work; and yet I presume I express the opinion of the Conference when I say that the training of the hand in the shop for future support and usefulness ranks scarcely less in importance than the mental training of the classroom.

At the beginning of my remarks I referred to the argument used in favor of the day-school that the child was not deprived of the home influence. Of course there are great differences in the home environments of our pupils. Some institutions are largely recruited from the cities where evil example is blatant and obtrusive; some receive large numbers from the much sweeter and wholesomer life of the country, but doubtless you will all agree with me when I say that in both city and country we find very many homes—and it is a sad thing to say—where the influence is not good. Moreover, it is within my knowledge to say that the deaf child educated in the institution has been the means of purifying and sweetening such home life. I have had many a mother tell me that she has more comfort and joy from her deaf child than from all her other children. It is testimony like this which cheers the teacher's heart, and makes him feel that his labor has not been in vain.

In closing these remarks, already too long, I cannot refrain from saying that the methods often used by promoters in establishing a day-school are utterly indefensible and unprofessional. During the last session of the legislature in California, there was a law passed which, while it gave the impression that it added something to the powers of local boards of education, really changed nothing. There never was a time, if I am rightly informed, when a board of education could not establish a day-school for the deaf if the members chose. If they wished to set apart a room, and pay a teacher the salary, they could do so, and

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all that the legislature did was to add a new section to the school law. But this act passed by the legislature gave to the day-school an apparent approval which it did not have before, and then the promoter began to rustle around. The method of procedure was something like this. The promoter goes into a little town and finds a child, perhaps five years old, congenitally deaf. She tells the parents that at the State Institution the authorities do not know anything about a modern method of instruction; that since the Institution was established there has been great progress made in the science of teaching the deaf; that now instead of teaching by signs, which is an obsolete method, *they* have a *new* method by which the deaf are taught to speak, and thus to be restored to society. "Let your little boy come to the school which we propose, and in a short time he will be able to talk to you, and by and by he can enter the public school just like any other child." The teacher goes to another home where there is a child that perhaps can hear pretty well, but who cannot speak—always *prima facie* evidence that the child is mentally deficient—and says, "If you will let this child come to our school we will correct his defective speech, so that he will be able to talk perfectly well, and he will be just like other children." And so parents are beguiled by statements which are not realized, and which the promoter knows cannot be realized, and after years of precious time lost the parents also find it out, when it is often too late to make good the loss.

I wish to protest against another persistent misrepresentation which is used in the interest of the day-school, and that is the false statement made that speech is not taught or is imperfectly taught at the State Institution. I believe that the State Institutions generally are loyally carrying out the resolution offered at the California Convention, and unanimously adopted by the members, who represented both the French and the German methods, and

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I am free to say that I have seen as good results in oral teaching in combined-system schools as I have seen in the pure oral schools.

One more remark, and I am done. The promoters of the day-schools continually press to the front the question of oralism versus the manual method, when this is not the question at issue at all. We all agree as to the value of speech and lip-reading, but I think we are equally unanimous in opposing the day-schools, not because they teach speech almost exclusively or try to, but because, for reasons which I have stated and many others, they fail to give an adequate education to the deaf. Some of the strongest advocates of the oral method are the strongest opponents of the day-school.

There is much more to be said on this subject, but I prefer to let others say it, and should be very glad to hear something of the experience of Mr. Crouter.

Discussion.

THE PRESIDENT: The question is now open for general debate. I think I voice the feeling of the Conference when I say we should like to hear from Mr. Crouter on this subject.

DR. CROUTER: Mr. Chairman and Members of the Conference: Dr. Wilkinson has been kind enough to mention my experience in connection with day-schools. As all perhaps know, at one time in connection with our regular work at Philadelphia we maintained what was called an "Oral" branch as a day-school. The pupils went to school and returned to their homes every evening, as is the custom in all day-schools. The work of the school, while conducted by the Principal in charge, was expected to be controlled by the Superintendent of the Institution, the branch being a part of the regular work of the school.

Now, speaking of results, I must say that the results

attained in this branch, conducted as it was as a day-school, did not compare at all favorably with the results of the work in the main school, which was and is, as you all know, a boarding-school. It did not compare favorably in any respect. Now that is a pretty broad statement to make, but it is absolutely true. There were many reasons that might be assigned for such results. In the first place, there was no control of the pupils after school, and there was little or no attempt at study outside of school hours. The pupils were not at all subject to the control that pervaded the boarding-school. The pupils ran the streets. Parents themselves did not know what to do with them; in many cases they did not care. The attendance was very irregular, and the discipline was very poor. This may not be true of all day-schools, but it was our experience in Philadelphia. The result was there was but little progress in the way of mental development, and the morals of the pupils were dreadfully bad. After continuing this experiment for four or five years it was discontinued as the result of an exhaustive examination made at the direction of the Board of Directors; and the "Branch" from that time became a boarding-school, and I might say that almost immediately there was a change for the better.

There are two or three good reasons why day-schools are becoming more and more popular. In the first place, they appeal to parents. A parent loves to have his child at home with him at night. This is natural, and if a parent may have his child at home every night and send him to school during the day as he does his hearing child, and with equally good results, he will certainly say, "Give me a day-school in which my deaf child may be instructed." It is natural for him to feel this way. It also appeals to the public in a certain way, and it appeals to members of the legislature. A legislator has a little school in his district; public funds support that little school and this gives him

influence at home with his constituents; so I can see the day-school movement is a movement that is becoming popular, because it appeals to parents and to the general public, and, too, it is becoming popular with legislators because it increases their influence. With us in Pennsylvania there is at this time no such law as a day-school law. I shall not be at all surprised if we have one one of these days. Day-schools are becoming popular in many of the western States, and if there is to be a day-school system established in the various States, it is to be hoped it will be by a system through which they may be reasonably well conducted, a system that shall be maintained in connection with the regular State school and under the supervision of that school, as I believe is now done in Ohio.

It is not so much the method pursued that makes this day-school movement a popular one. The day-schools we have had in Pennsylvania in two instances were established as manual schools. The third was an oral school, but in all three the results were alike unfavorable. It is not the method pursued in the day-school that makes the results unsatisfactory as compared with the boarding-school; it is the difficulty of control, the difficulty of supervision, the irregular attendance, the lack of discipline, and the absence of satisfactory mental development. My experience and my judgment, so far as they have gone, are almost wholly, yes, I may say wholly, against the establishment and maintenance of day-schools for the deaf.

Miss WETTSTEIN: As I am about the only representative of day-schools here, I shall have to take it upon myself to defend them.

Regarding the statement made by Mr. Wilkinson that the teaching of the deaf in the day-schools is entirely unprofessional, I wish to say that for the last eight years no teacher has been appointed in a Wisconsin day-school without proper qualifications. Before entering the school for

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the deaf in Milwaukee for special work a cadet must hold a regular first-grade teacher's certificate and have had at least two years' experience in teaching the hearing, or have attended a normal school, a college, or a university. I don't believe that there are any better qualified teachers anywhere.

In regard to the moral character of the pupils, permit me to say that I have found that since they enter at the age of five or six, the moral standard is much higher than when they came at the age of ten. If a child has run the streets until he is ten or twelve he will come to school hardened and usually beyond the parents' control; but let him come at the age when his hearing brothers enter school and, as a rule, he will not be any worse than the average hearing child.

That our pupils are not worse than the average hearing children we learn from statements made by the teachers in the vacation and cooking schools. Here our pupils are compared with their hearing class-mates, and the teachers have spoken repeatedly of the beautiful characters and dispositions of our pupils. I do not feel antagonistic towards the institution, but, if time permitted, I should like to answer every question that has been brought up to-day.

We certainly do get pupils in the day-schools that would never attend any institution for the reason mentioned before, namely, parents will not be separated from their children. You may think it better for a child to run wild than to attend a day-school, but I do not. What is best for the hearing child must be best for the deaf.

Concerning the teachers who had selfish motives, just a word. Would it not be an injustice to the great majority of superintendents here, were all to be judged by the selfish motives employed by some?

Mr. JONES: Mr. Crouter in his remarks referred to the Ohio law as giving the Superintendent of the Institution

supervisory power over the day-schools. That is not the case. A few years ago the Superintendent of the Institution was appointed Inspector of Day-Schools, but the law was inoperative and there was but one inspection made. An effort is being made in Ohio now to unite the forces engaged in the education of the deaf under one general law. At present there is no day-school law in which the State has any interest. The slate was cleaned off by the last legislature when the new school code was adopted, and if cities now wish day-schools they must support them from their own funds. The State will pay no part of the expense. An effort was made to establish schools in all the large cities and put them under control of our State Institution, but as the plan was to provide for boarding-schools the expense was so great that the legislature did not care to take any interest in the matter. The plan for the future will be to establish day-schools in our larger cities and to put them under the control of the State Institution, with a view of giving the best oral instruction possible to the children at a young age, and when they have been in the day-schools long enough to have the lip-reading habit formed, and are old enough to take up a trade, they will be sent to the Institution to have their speech, lip-reading, and education continued, and to take up industrial work.

I feel, as Mr. Crouter indicated, that the day-schools have come to stay, and I feel also that there is a righteous demand on the part of parents to have them. It is the duty of the Superintendent, who is at the head of all this work in the State, to assist in a broad-minded and liberal way, and, if possible, to control them.

Now we have all suffered as Mr. Wilkinson has from those little piques and unkind remarks and even slanderous statements about the institutions, but they have always come, as Mr. Wilkinson said, from people with selfish motives. I should rather see day-schools under the con-

trol of the State institutions, working in peace and harmony and good will, looking only to the advancement and welfare of the children, than to see them established in opposition to the institutions, the day-school people undermining the work of the institutions and the institutions retaliating against the day-schools. It seems to me that out of such an antagonism only weakness can come, and out of that weakness deaf children will suffer.

It is our highest Christian duty to contribute to the welfare of the children. If we give them fifteen to eighteen years of schooling, part in the day-schools and part in the institution, and if the people demand it and are willing to pay for it, what is the difference?

I agree also with Mr. Crouter, speaking from my experience, that in our day-schools children will not make as rapid advancement in book knowledge as they will in the institution, but the parents demand them and would rather have less education and have the children at home while small.

This is a matter we can all afford to consider in the most intelligent and broad-minded way, whether we shall give heed to the public sentiment all around us or whether we shall disregard it. It is our highest duty to give heed to it and to lend our aid and influence in every way possible that the deaf children, both in our State institutions and in the day-schools, may receive the best instruction that can be given to them.

Mr. CLARKE: I expected to learn a great deal from this discussion, but I come before this Conference in a peculiar position. I have studied this question of day-schools for ten or twelve years as closely as I could, and to-day I do not know whether I am in favor of a system of day-schools or not. Could we have such day-schools as I found at Milwaukee under the charge of Miss Wettstein on the occasion of my visit there some years ago I should be glad to do every-

thing possible to assist in the establishment of them, but if they were to be like some others I found (not in Milwaukee) and of whose existence I know to-day, I think the less we have of them the better.

When the Michigan law was passed at the request of a man who is greatly interested in this subject, and who got the first law through the legislature, I went over to his office and drew up the bill and stayed with him for several hours. We agreed that the bill was a good one, one that would give the best system of day-schools in existence, and the point of it was that the teacher's compensation should not depend upon the number of pupils she had in her class or school, and that there should be supervision by persons who were to have experience in the education of the deaf. I admit that some of the day-school teachers exceedingly dread this supervision, and the reason is because they do not understand why it is or what it will be. Their idea is that once in so often some person is to come around and find fault with them and their schools. Such is not the idea at all. I did not visit a single small day-school where I did not find there were faults which the teacher of that day-school recognized, and which she wished to correct, but which she was not able to correct on account of local influence whose power she feared. I found in one day-school a little girl. I put my hand on her head and said, "What can this little lady do?" She jumped up and said: "I am not a dummy!" I was surprised and asked her, "What are you doing here?" She replied, "I broke my leg three months ago, and father does not want me to climb the stairs to my grade, and so they put me in here." I found in another school three children who were as hopeless imbeciles as I have ever seen. The teacher protested against their being there, but she said, "What can I do? their father is on the school board." We have all seen many cases of that sort. If there were some person exempt from local

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influence who feared no member of the school board, who did not stand in dread of the superintendent of the city schools, who could go into the school and say, "This child does not belong here; send him to some institution for the feeble-minded, and do not ask the State to pay for his instruction as a deaf child, and do not ask this conscientious, hard-worked teacher to waste her time in teaching this child," it might remedy one defect. What has been spoken of about attendance and such things as that are simply defects which every public school has to contend with, but at present under the existing laws it is to the teacher's advantage and to her direct interest to have as large a class as she can possibly crowd into her schoolroom, and there is no one to say, "You have more pupils than you can take care of; you should divide the class and employ another teacher." The law says \$150 shall be appropriated for each child in attendance a full school year, and that the appropriation shall be expended only for teachers' salaries, and for such appliances used in teaching the deaf as are not furnished by public schools to their pupils. The result is that the school board turns over to the teacher the whole of the sum, making a bargain with her that she furnish all the special appliances and take what is left for her salary.

The whole drift of it is wrong. And yet we cannot do anything about it. When the day-school movement finds the parent of a deaf child in any one of our States, whether it is New York or Utah, who will get Dr. Bell to come out and appear before the legislature, that State is going to have a day-school law, and it is going to be drawn just according as Dr. Bell dictates. I drew a bill which I thought was perfect and which covered these points I have spoken of. I went to our member of the legislature and asked him as a personal favor to introduce the bill in the legislature. I went with him to the Superintendent of Public Instruction and asked him if there was anything in the bill which could

in any way be improved, or if there was anything in it which he thought should be left out. He paid great attention to it, and the only change he made was where I had written that the supervisor or inspector of the school should be a person skilled in the education of the deaf from practical experience, to be appointed by the Superintendent of Public Instruction; he dropped that out and put in the Superintendent of the Michigan School for the Deaf. Then Dr. Bell came. He went before the Committee, and when he finished, the bill was exactly as Dr. Bell wanted it. They will do the same thing when the movement reaches your State, and you need not fight them. (Laughter.)

Now there is a feeling of opposition and of actual hatred on the part of some of the teachers in the day-schools for the State school and everything connected with it—method, teachers, and everything else. I went to visit a day-school in Michigan. I was received and told to wait. I waited and waited until I got very tired. I discovered afterward that they had sent out for certain promoters of that school, and when they came we went in to see the pupils. I wanted to see the pupils and see what they were doing, but they backed me up in a corner and talked oral method. I did not care anything about oral method—all I wanted to see and know was what they were teaching. I never went back there again. I visited the school in the city of Grand Rapids, and I am glad to say that those ladies are doing elegant, faithful, and conscientious work, and the city has reason to be proud of it. I was cordially received in the classroom, and they said, "If you want anything extra or special say so; we will do it, or we will go on with our regular work." They went on with their regular work, and I was shown everything there. Some of the day-schools of Michigan, not the one at Grand Rapids, have a standing quarrel with the Superintendent of Public Instruction, and I am told have even gone so far as to send out circulars

trying to oppose the gentleman politically. I have not been to every day-school in Michigan, for they are establishing them so rapidly and my visits seem so unpleasant to them that I keep away; I do not like to scare ladies. When I go up to Grand Rapids I always visit the school and I enjoy myself. When I go to Milwaukee I always visit Miss Wettstein's school and we have a little discussion, but we always part good friends as we are now.

The main point is not to let the teacher's salary depend upon the number of pupils she has in her class or school, but upon something else, and to provide supervision for the school. Not supervision from the town where the school is established, but have it supervised by a man or woman who is free from local influences and who can go in there and say to the school board or local officers, "The State says you shall do so and so." I have no doubt large cities, such as Chicago, Milwaukee, and Grand Rapids, do get supervision which amounts to the same thing, but the little places do not get it.

MISS WETTSTEIN: I think all promoters of day-schools agree that small schools ought to have expert supervision. Wisconsin is fortunate enough to have an inspector, and I presume Michigan will have one in a few years.

Although a person without previous knowledge of the education of the deaf has been appointed, I don't see that this is any worse than when a superintendent is placed at the head of a large institution without any experience with the deaf.

Please remember that the day-school movement is in its infancy, and that it is growing and improving constantly.

Mrs. NORDIN: I will ask you to excuse me if I do not speak the English language perfectly.

I am connected with a school for the deaf and blind in Sweden, and my experience in that school comes from the fact that my husband is Principal of one of the largest

institutions in Sweden, and I have been a teacher there for twelve years.

I think this question about having day-schools or not is an important one. We had the same question before us in Sweden fifteen years ago, and it is not yet settled. About that time we got a law that made the education of every deaf child in Sweden obligatory. At that time Sweden was divided as to the instruction of the deaf into seventy districts.

Every institution was at liberty to give instruction in any way it desired to do so. I could not tell you anything of the advantages of those schools. The school I am connected with is a day-school. There are two that are mixed, having a day department and a boarding department, and there are six only boarding-schools.

With respect to the advantages and disadvantages of day-schools, the experience I have had directly and in connection with my husband agrees with what Mr. Crouter has said. As to what Miss Wettstein said about control, in the school in which my husband is Principal there is very strict control. Every teacher is under obligation to be inspected. The inspector inspects the schools every fortnight and has to make a report of it. I will tell you how the pupils are divided in school. Every child entering school has to stay as a boarder, and in the Swedish schools for the deaf the children are divided into certain classes as to their intelligence, and we call them A, B, C, and D classes. The A class is composed of the bright children, the B of the normal children, the C those who are not feeble-minded but are very dull, and D the feeble-minded who are unfitted for instruction. The A and B children remain in school as boarders two years; then they are sent to the city and come into the school as day-school children, and some of the best among the dull pupils have to go as day children the four last years. This has gone on for eight years. It is so arranged that the school gets 250 crowns a year for each

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deaf pupil. The amount of the expense of each pupil is about 700 or 800 crowns a year, about \$200.

Some teachers are dissatisfied with the day-school and others with the boarding-school, but I have seen, during all the years that I have been connected with those large establishments through my husband, the weakness of the day-school idea. I have noticed that where there has been some trouble with a child it was the day-school pupil, and the teacher applied to the board to have that child changed to a boarder because he needed to be taken care of. You cannot care for the morals of the pupils in the same way as when you have them under your eye. We often see in Sweden that normal children, especially boys, when they grow up to be fifteen or sixteen years of age, make their parents much trouble; then they have to be sent away from the parents' home to be taken care of, and the idea of the English boarding-school is practically the same as carried out in Sweden. Pupils are sent to such boarding-schools when the parents can do nothing with them at home. (Applause.)

Mr. E. W. WALKER: I do not know that I have much to say on this question, but because Wisconsin has been a kind of storm center between the institution and the day-schools for many years I may say just a word.

I came to the work with the deaf two years ago wholly ignorant of the professional situation. I must confess that I have been sorely displeased and shocked during my first experience at the lack of consideration on the part of both sides to the controversy. I believe it is true of Wisconsin, and I believe it is true of many of the States, that the ill-considered action on the part of the day-school people has been brought about by the failure on the part of the institution people to recognize the undercurrent of this movement. I think we have been greatly at fault for the bitterness directed against us. I like the spirit in which

Mr. Jones, of Ohio, has spoken of this movement. I believe the day-school has come to stay. I grant that it is founded upon sentiment more than judgment, but sentiment is supreme when a parent considers his child. If I had a deaf child I should want him at home if the home conditions and influences were correct. I was glad to hear the high tribute paid to Miss Wettstein's school. Of course I am not blind to the fact that in a full sense the deaf child never has a home unless he has deaf parents. He may be well clothed, fed, and sheltered, but he cannot become an intellectual unit in the home circle. He is largely isolated, even in the best of homes, and in poor homes he is neglected. Nevertheless, the existence of the day-school is founded on the sentiment that the home is the social unit. For that reason I believe it has come to stay.

But this does not mean that the sentiment can be carried to any extent. In large cities, where there are enough deaf children to permit proper classification, I believe the day-school is a good thing, but I have no patience with the same day-school consisting of from six to twelve pupils, each doing work different from that done by the others.

In common-school work there has been going on for a number of years a wide agitation against the small district school and in favor of consolidation of these schools. That movement is correct. The small district school of from six to thirteen pupils can never be a good school. It must necessarily lack school life and spirit. These things come only from numbers. We have heard this argument for years in Wisconsin and believe in it. It applies with equal force against the small day-school for the deaf. During the last two years there have come to our institution about twenty pupils from day-schools, and there has been no instance of a pupil who has been able to make his way in the grade corresponding to that in the day-school. This is not to say that the years were wasted in his own school, nor

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that it would have been better had he been sent to the institution; it simply means that intellectually the institution pupils have better opportunities than can possibly be given in any day-school, with a possible exception of those in large cities. I believe there is a place for the day-schools, and I do not think we should antagonize the movement. I say, God bless it! Earnest, missionary-minded women are zealously working in these schools for the welfare of deaf children. But there will also be a place for the institution. There are homes whose children cannot reach the day-schools without boarding among strangers, and this is pernicious. It means that the child is surrounded by all the weaknesses of an institution without any of its strengths. There are also homes from which it is a good thing to take the deaf children.

In Wisconsin I am satisfied that the day-school movement has helped to educate more children than would have been reached without their existence. Our State School is within ten miles of the Illinois boundary line, and there stretches to the north of us for four hundred miles a region in which deaf children exist. This is a long distance to send young children from home. Many of these children would never have been sent to the institution, but they are sent to the day-schools at their door.

There is a belief in some quarters that the day-schools will cripple the State institution. That depends upon what we mean by crippling it. I suppose we have not so many pupils in our institution as we would have were there no day-schools in Wisconsin, but we have enough, indeed more than we can accommodate. Only last year we were obliged to reject some for lack of room. And then, the point is not whether the institution has more or fewer pupils, but whether a larger proportion of the deaf children in our State are being educated than would be did we not have the double system. Therefore I believe the day-

school in Wisconsin is a distinctly good thing for the deaf in that State. Some things I object to, but that does not affect my judgment of the whole situation.

For fear I shall be misunderstood in this I want to put again my stamp of decided disapproval upon the small day-school which is carried on and fostered by a pernicious law that makes the teacher's salary dependent upon the number of pupils she has. I get letters from parents stating that when their children go home they are met by proselyters for the day-schools. This of course is not a defensible professional attitude. I do not, however, harbor it against the day-school system, but only against the individual teachers who are led to this action by our unfortunate law.

Miss WETTSTEIN: Mr. Walker's statement that all pupils who come to him from the day-schools are not up to grade, brings a few questions to my mind.

Have you ever in your experience found many pupils that, when changing schools, or even only teachers, have been up to grade? Is it not acknowledged that good pupils don't change schools and that the dull ones usually do?

If we were to judge the institutions by the pupils who have come to us from there we should not have a very exalted opinion of them, I can assure you; in fact I have decided not to accept any one who has been there for any length of time.

Dr. WESTERVELT: I am from a State in which there are 1,500 deaf children in ten institutions. We have no day-schools and I am thankful we have not. It is my conviction that it is a misfortune that day-schools have been established, as they are not as beneficial to the deaf as boarding-schools. But personal conviction unsupported by fair argument has but very little weight. We, who are in the majority here, have knowledge of institutions rather

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than of day-schools, and this fact weakens our opposition when we discuss this question. There ought to be some wholly disinterested authorities to pass judgment upon the day-schools, or they will continue to grow, and may in time have larger attendance and support than the institutions. Superintendents of either boarding or day-schools ought not to be asked to determine these questions. It would seem desirable that this Conference, or some other authoritative body of teachers of the deaf, should ask the educational officers of the States in which there are both institutions and day-schools to appoint an inspector, or inspectors, without predilection in favor of either school, who should determine the comparative value of the schools to the deaf. The purpose of all our schools, whatever the method, is to fit our graduates to get on in business and in social life. Those who will judge of their worth in shop and factory, and in society, will not have been trained as teachers of the deaf. It seems to me that the State educational officers who are capable of passing upon the value of the work done in public schools for the hearing are fitted to determine just as wisely the value of all that can be shown them in schools for the deaf. He, or they, should examine the school work year after year, and become personally acquainted with the pupils, and, as having equal importance, should learn about the usefulness and happiness of the graduates. The examiners should be paid for their work, and should in their reports make such a showing of every school as to enable parents to know whether or not what his child is gaining in the school he attends is of as great value as what he could accomplish in another school. Parents naturally like to keep their children at home, but they will send them to the school where they can receive the most good.

- It costs the State more to support institutions than day-schools, as it has to meet the expense of maintenance. But if a like number of pupils, of a given number of years'

standing, approximately of the same mental condition and inheritance, in institutions and in day-schools were compared, the higher attainment of those in the institutions would be more than commensurate with the greater cost. Parents do not regard the personal sacrifice, neither does the State grudge the expense, if the advantage to the children can be shown to be worth the cost.

I have but little knowledge of particular day-schools, but have great respect for the devoted and capable teachers who are working in many of them. But they are working against odds, as I believe, too great for them to approximate the amount of good that the same teachers could accomplish if they had their children with them continuously in boarding-schools.

In our own school, in its earlier years, we approved of children boarding at home and attending our school as day-pupils, having strong convictions that it would be better for them. There were parents who acted upon this advice and co-operated with the school in every way that could be suggested in promoting the advancement of their children. But, from the beginning of our experiments along this line, we were disappointed. Teachers and parents together could not enable the day-pupil to keep up with, while we had expected them to surpass, the others. We found that generally a child who went home every day in the week, and was not in school on Saturday and Sunday, lost about one year or grade in three. I no longer endeavor to persuade parents to move near enough to the school to enable them to take their children home every day after school. I state our experience to them and advise that it is against the interests of the child that he should be received as a day-pupil. In one case the parents provided a skilful teacher at home, to take up and continue the work of the school; but even with such assistance a child possessed of unusual gifts did not succeed in keeping up with

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the class. This, then, is my experience. We have had children living at home and attending school as day-pupils ever since the opening of our school in 1876. Yet it has been continuously demonstrated that we cannot spur day-pupils to maintain as high a standing as those do who board in the school. I should presume that this same fact would be demonstrated in every other institution in which there are day-pupils.

Mr. JOHNSON: The testimony of Mr. Westervelt and Mr. Crouter as to the difference in the advancement of those who go home and of those who do not, seems to agree. I should like to know whether that holds good also in the matter of speech-reading. What is the difference between those who go home and those who stay in the institution so far as progress in speech-reading is concerned?

Mrs. NORDIN: I want to add a few words about the speech of pupils in Sweden. Day-schools were expected to be an advantage in this respect, but they turned out to be a disadvantage. Pupils were taught to speak in school, but having to associate with people outside the school they lost ground very rapidly as compared with those who remained in school. That is the weakest point in the day-school system; if a pupil is taught speech in school it is almost impossible for him to continue it outside, especially if he is living with his parents. There are a few children whose parents live in the city in which the school is situated. They have to be sent to board in the school, for they could not learn how to speak in their homes. When a little deaf child comes to school he expresses himself very incompletely. At school he is taught to express himself completely, but if he lives at home he never learns to do so; he does not receive any encouragement or help. I think that is the weakest point about day-schools.

Dr. CROUTER: In regard to the question as to whether pupils living outside and returning to their homes

every night have their speech improved, my experience has been that pupils entering schools as boarders for two or three years, and having their speech well established and the habit of lip-reading well fixed, are much profited by such a course, provided always the work done in the school is intelligently understood at home and the work of the teacher properly supplemented by home influences. It seems to me there is no argument necessary to prove this; in practice I have found it to succeed very well, indeed. In Germany this is called the *internat-externat* method. The pupils are maintained as *internats* or boarders until their speech and lip-reading are well established, when they are permitted to become *externats* or day-pupils. There are also maintained pure *externat* or day-schools, and pure *internat* or boarding-schools. In many parts the *internat-externat* system is becoming very popular.

MR. E. W. WALKER: What proportion of such pupils have you in school?

DR. CROUTER: Only a small proportion. We have to-day, I think, twelve such cases. The pupils come to the school daily for instruction and go home to their parents to spend the night. And I must say that in every case where the work of the school is intelligently supplemented by home effort the result is good. About seventy-five per cent. of the pupils thus taught have done well. I have in mind the case of a very backward boy who came to us as a day-pupil and the results were surprisingly good, because he received intelligent aid at home. I recollect another case where the results were bad—they were bound to be bad, because the work of the schoolroom was not properly recognized at home. It would be an ideal method of conducting a school if you could take pupils as boarders and after having them well established in the work, their habits of speech well formed, and their habits of lip-reading well fixed, permit them to become day-pupils and have the work

carried forward with them as day-pupils, the work in school being intelligently and properly supplemented by home influences and home effort. I have known parents to come from distant States to reside at Mount Airy and send their children to school in this manner, and the results have always been good. This implies a very different method of procedure from that adopted by the ordinary day-school.

Dr. WILKINSON: Were these semi-mutes?

Dr. CROUTER: Both.

Dr. WILKINSON: I think what has been said is quite true of semi-mutes.

Dr. CROUTER: It is true where the work of the school is properly understood and intelligently supplemented. That is the condition. In our experience, such pupils have generally come from well-to-do families. I have in mind a child that came to us from Virginia, at first as a day-pupil. The parents came up regularly at the beginning of the term, but the child did not do well and finally became a boarding-pupil. He became a good talker and a good lip-reader after that. He next went to live with his parents and attended thenceforth as a day-pupil, and the results were very satisfactory. I have in mind the case of another boy who is in school at the present time. I have tried to have the parents place him in school as a boarder, but they have refused, and the boy is not doing well, nor will he do well—the conditions are not favorable. If you can secure proper home influences and other favoring conditions, I think the pupils may go and come daily with satisfactory results.

Mr. JOHNSON: Don't you think they should come to the boarding-school first?

Dr. CROUTER: Yes, they should come to the boarding-school first. That is one of the conditions. I do not criticise the work of a good day-school as such. The school at Milwaukee is, I am informed, an exceedingly good school. The school at Cleveland is a good school, and so is the school at Boston. But I believe them to be exceptional.

Dr. DOBYNS: At what age should a child enter the boarding-school?

Dr. CROUTER: We receive them not younger than six years.

Miss WETTSTEIN: How many enter at the age of six—what percentage?

Dr. CROUTER: The proportion varies. I suppose this year half of the new pupils that came to us were not older than six or seven. The other half are older. The majority of our pupils come to us at a much younger age than was formerly the case, but still we do have some pupils that come to us at ten and twelve and even older.

Mr. JOHNSON: The question of comparing results of those who board in the school and those who attend day-schools came up as to the progress they make in speech and speech-reading. The speakers do not seem to agree altogether with the statement sometimes made that those who attend day-schools make greater progress in speech and speech-reading than those who attend boarding-schools.

Dr. WESTERVELT: I should say that, in so far as speech and speech-reading alone are concerned, some of the children who board at home probably have more practice than those who board at the Institution; but whether they speak more clearly or read the lips better, is a question. I spoke of one pupil who, as a day-pupil, had a teacher of speech at home. That pupil spoke well, read the lips well, but because she was a day-pupil she was unable to do the work of her grade. I advised her parents to send her away to another school, because her father said he could not think of having his daughter under another roof in the same town; it would be easier if she were a hundred miles away, where it would be impossible for her to get home. He took her to a distant boarding-school and she did well. She is a splendid woman now.

96 *The Religious Instruction of Catholic Children.*

The Secretary read the following telegram, received in reply to the message sent to Dr. Noyes and Judge Mott on Monday (see page 44): "Greetings received with profound appreciation. J. L. NOYES, R. A. MOTT."

The Secretary also read the following communication from a gentleman present, which was received after the discussion of "Moral and Religious Training" was closed:

ST. LOUIS, MO., October 18, 1904.

To the Principals and Superintendents of

American Schools for the Deaf:

LADIES AND GENTLEMEN: While the moral and religious training of children is under discussion permit me to present this petition in behalf of the Catholic children.

Naturally the question will arise as to with what authority I speak. I have been requested to do so by Archbishops Farley of New York, Elder of Cincinnati, Messner of Milwaukee, Montgomery of San Francisco, and others. They have seen with alarm the loss of faith of Catholic children in State schools for the deaf. This fact is brought to their attention not only by the priests in charge of missions to the adult deaf, but by the parents of such children.

They are ready to co-operate with the heads of schools in their dioceses in behalf of children of their faith, and take such steps for their religious instruction as will conform to the regulations of the schools.

It is their desire that Catholic children be encouraged in their religion; that they be provided with catechisms; that Catholic sodalities suitable for children be organized among them; and that they be permitted to go to Mass should circumstances permit. Should help be needed in any manner, it will be given as far as lies in the power of the bishops or pastors of churches in the vicinity of schools. A line dropped to my address will be promptly communicated to the proper authority.

This matter is respectfully brought to the attention of the Congress in the hope that the moral and religious well-being of Catholic deaf-mutes will be advanced for the greater glory of God and the salvation of souls, and I beg to assure you that the bishops, as a rule, will not only appreciate any suggestions in behalf of children of their church, but will be found heartily in favor of any means by which they can be of assistance in uplifting those who are so much in need of their sympathy.

Respectfully submitted.

JAMES F. DONNELLY,
446 Elton St., Brooklyn, N. Y.

Mr. ARGO tendered his resignation as a member of the Executive Committee.

Mr. N. F. WALKER: I hope Mr. Argo will reconsider his determination to resign from the Committee, and at any rate I trust his resignation will not be accepted.

Mr. ROTHERT: I do not see why the Conference should not entertain the request of one of its members. I do not see why it is necessary to conduct the election of officers in the manner we do. Many, many years ago, seventeen or eighteen years ago, I was invited to attend a Conference of Superintendents like this one. At that time a prominent member said to me, "Rothert, you will find the elections all cut and dried; there will be a committee to make the nominations, and whoever they select will be elected and the balance will be left." I do not want to take that impression with me to my Iowa home. I do not want to feel that a member of this Conference who desires to be relieved of an office imposed upon him cannot do so, and for that reason I should like that Mr. Argo be permitted to withdraw, and I also want to propose that, in case of his withdrawal, in recognition of the West, Mr. Stewart of Nebraska be elected in his place.

THE PRESIDENT: The chair is of the opinion that this is a divided motion. The chair is of the opinion that all three of the questions raised are out of order, because if any office becomes vacant it is the duty of the Executive Committee to fill it.

Mr. ROTHERT then moved a reconsideration of the motion to adopt the report of the Committee on Nominations, which was duly seconded.

The President asked unanimous leave to defer passing upon the permissibility of the motion until the succeeding session, which was granted.

On motion of Mr. CONNOR the meeting adjourned until Thursday morning.

FOURTH SESSION, THURSDAY.

The meeting was called to order by the President at 9 o'clock, A. M.

The minutes of the previous meeting were read and approved.

Mr. NELSON, on behalf of the Committee on Credentials, submitted a supplementary and final report concerning the active and honorary members present, which was adopted.

THE PRESIDENT: Upon adjournment there was pending before the Conference yesterday Mr. Rothert's motion to reconsider the report of the Committee on Nominations. If Mr. Rothert's motion is as read in the minutes the chair will rule that it is in order and that it is the business before us at the present time. If it is as understood yesterday by the chair, the chair must rule that it is out of order.

Mr. ROTHERT: As Mr. N. F. Walker, Chairman of the Committee, and Mr. Argo are not present this morning I suggest that the matter be postponed until such a time as they may be present.

There being no objection offered, action upon the matter was accordingly postponed.

The subject for the first hour was Industrial Training. In the absence of the gentlemen to whom this subject had been assigned Mr. J. P. Walker, at the request of the Executive Committee, opened the discussion.

INDUSTRIAL TRAINING.

J. P. WALKER.

Mr. President, Ladies and Gentlemen of the Conference:

It is with no little regret that I approach the subject of the hour. I regret first of all and particularly that my friends McDermid and McKee are not here to present it instead of myself. They have had ample time for preparation, are thoroughly conversant with the subject, and I am

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sure that they could have treated it better than I. My second regret is that so little time is given to this which appears to me to be a most important subject. The Conference is almost over, and while we have devoted infinite time and pains to almost every other subject connected with the education and training of the deaf, yet scarcely a word has been said in regard to their industrial education. In speaking of the possible disadvantages of the day-school for the deaf we did not refer to one of the greatest disadvantages, which is the fact that it does not provide the little boy or girl with any trade or handicraft and makes no provision for the future getting of their living.

I went to the great school for the deaf in Philadelphia in 1870, now nearly 35 years ago. At that time we had in the school but two trades, but the teaching of the three R's was most excellent and the boys and girls went out into life prepared, and well prepared, to communicate with those around them. There were, as I have said, however, but two trades, and they, I am sorry to say, were not taught in the best possible way. I had opportunities to meet from day to day the deaf of the State of Pennsylvania, and I found that after leaving school they went back to their homes and eked out a miserable existence on the farm or by some other drudgery, and very few were working at any trade whatever. Nothing was done in the developing and teaching of trades until Dr. Crouter came to the superintendency of that school. He and I were of one mind in the matter, and we held frequent conferences on the subject. I will not say it was the result of the conferences; it was the result almost wholly of the Doctor's conviction; but there was an immediate increase in trade teaching in that school. I was appointed some years later as Principal of the Industrial Department, and I had the happiness to see almost a dozen trades taught the boys and girls there, a dozen excellent trades, and to-day throughout the State of Pennsylvania

there are hundreds of graduates of the school making a most excellent living from the trades they learned in that school. I remember meeting on the street a few years ago a young man who had been a pupil there. In talking over with him matters of mutual interest he made the remarkable statement (he was working in a shoe factory) that he was the only one in a family of eleven who could read and write; he was the only one, except the girls, who did not use tobacco; he was the only one who had a trade and he was making more money than the rest of his family put together. This I regard as a star in the crown of the great school at Mount Airy. It may not be the reason, but my decided feeling is that the trade is at least of as much importance as the intellectual training, and if either were taken away I should almost feel it were better to take away the book than the trade.

My attention has recently been called rather strongly to an article on the education of the deaf and blind in which the writer says: "The blind, with their splendid educators, attain to a high intellectual superiority. They become adepts in the use of language and are on a high literary plane, but in the matter of making a living they are infinitely below the deaf. The deaf frequently leave their school with nothing but the three R's intellectually, but in almost all cases now with a trade that enables them to make a good living." In New Jersey we begin with the very first moment a child enters the school to direct its attention to some handicraft. Almost the first thing a child gets is what we call a lesson in nature study, a ramble through the woods, and there we begin to cultivate the observation which is of equal value to the trade and to the intellectual work; to cultivate upon their part the "why" and "where" and "how," the spirit of analysis that makes them take up a flower and divide it into stem, leaves, stamen, pistil, etc. It is all just as much in the direction of their

trade education as it is in the line of literary work itself. We have a kindergarten department in connection with the speech and speech-reading classes and their other work in language. Their hours alternate, and the moment they can lisp a word and spell a word or write a word they begin the work of manufacture in the kindergarten, making various little things, and even little girls take the most intense interest in the matter. Then there is sloyd, which they have in the school and in which the little girls are as much interested as the boys—all in the way of learning a trade.

I have heard a number of methods suggested for the selection of a trade for the boy or girl. Principals tell me they note the adaptability of the child, they know its desires and wishes on the subject, and consult them almost wholly. To my mind where a boy has a desire to become a carpenter, a woodworker, a blacksmith, or to follow any other trade, I believe it is all right to place him in the way, but I have not been able to see any great desire, as a rule, on the part of the boys and girls, for any particular trade. I find that a child with a good manual training, who is willing to work, will do almost as well in one thing as another, strange as it may seem. Of course, it is better for an intelligent child to take up printing or something that requires a large use of language, but ordinarily I find that a boy who does well in one trade will do equally well in another, and the boy or girl who does badly in one thing will not do much in anything else.

The question of examinations in industrial departments is one that was considered to some extent by Dr. Crouter a few days ago, and in the course of his remarks I think he said he considered language, and I think he gave 50 for language and 50 for work. I confess that I must disagree with the Doctor to some extent in this matter, for we may have in the woodworking department a fine workman, and by his

side we may have a semi-mute who cannot work at all, but the mute will get 50 and the other boy will get 50. They will both get the same credit, when one is a fine workman and the other cannot do anything.

We frequently make mistakes in selecting teachers for our industrial departments in getting a very low degree of intelligence. They seem to be selected by the board on account of their skill as workmen. I am of the opinion that they should be selected for their intellectual status as much as for their work. Industrial instruction presents the finest opportunity to teach language, and the instructor should rank just as high in intellectuality as an instructor in the literary department, and he should be paid just as much. I find that in most industrial departments the instructors are paid much less than the instructors in the literary department. I see no reason for this. I think they should be men and women of the same calibre and should receive the same compensation for their services.

I am thoroughly imbued with the value of the industrial department in the school to which I belong. I think it is of inestimable value, and I think we should devote much more time and attention to it than we do at present. I think there are to-day in many of the institutions of the country industrial teachers in name only. There are, however, in many of them industrial departments that are thoroughly carried on. I was very glad to note by the remarks of Dr. Gallaudet that he is introducing technical training into the College. I do not believe he can introduce too much of it. I believe in the highest possible intellectual training. I believe a boy will make a better blacksmith, a better carpenter, and a girl will make a better dressmaker and a better milliner for having the education that Gallaudet College can give them, but I do believe that in connection with every degree of intellectual training for the boy and girl there should be a technical training depart-

ment, even a trades department, so that when the boy or girl leaves college he may have in connection with his college training a knowledge of some trade or handicraft by which he can make a living. There is nothing more pitiful in this life than to see a man, a bright man, with a college course, who cannot make a living, but who must go stumbling through life with no prospect of better things before him. So I am rejoiced to see this movement on the part of Dr. Gallaudet. I believe he will continue it and that it will be greatly to the benefit of the College.

I do not know that I have anything more to add. I have been called on very suddenly without opportunity to arrange my thoughts on the subject. The attractions of the fair have been so great as not to permit me to give the subject a moment's thought, and I will turn it over to you for your opinion. Mr. Blattner, I believe, has the best department of printing in the country, and I would like to hear him say something with reference to that department.

Discussion.

BLATTNER: I am not a practical printer myself, but have a practical printer in charge of our department who has been there a number of years, and he has studied and worked out a plan of his own, but, as I have said, I cannot say much on the subject of printing. Mr. Hammon knows our instructor of printing, as he served under him some time. He is a printer from the ground up. He has given considerable time and attention to instruction in his work, does our own printing and some for other departments under the State government, and the work that he turns out is creditable and will compare favorably with the work turned out by other schools, but there are doubtless other schools that turn out work as good as our school does. We have a number in our printing department who learn the principles of composition and job work well, and they invariably

have a lesson of one hour and others of two hours. I have been very much pleased with the results in the department, and feel that it is one of the best in the industrial line for these reasons: First, it employs between forty and sixty little boys who would otherwise play about the yard and possibly get into mischief. Second, we have found it an aid in disciplining little fellows who will do almost anything to be permitted to go to sloyd. As soon as school is organized the first question is, "May I join sloyd?" We have a two-year course in sloyd and many of the boys desire to stay longer.

In our woodworking department we have a man who is naturally a teacher, is interested in the boys, and plans his work systematically. He tells me he likes to have the boys who have done sloyd work come into his shop, as he finds it an advantage. He says there is a decided difference between the boys that come from the sloyd classes and those who have not been in that department.

Dr. CROUTER: In what way do you find instruction in sloyd of much value when the sloyd boys go into other shops?

Miss MORSE: They already know the use of tools, they know the names of ordinary joints, and how to make the less complicated ones, and what the foreman spoke about particularly was the fact that they know how to handle tools. They learn how to sharpen them and how to use them in the right way.

Dr. CROUTER: I asked the question because our instructors have given testimony just the other way.

Miss MORSE: Possibly we have been particularly fortunate in the selection of our instructors. Our first teacher was a good one, and the second is in some respects even better for the deaf than the first one.

Mr. BLATTNER: I should like to ask Miss Morse whether
and it to be the case that sloyd teaches them

try, and, in fact, gives them the foundation in learning a trade. It does not make any difference whether they afterwards learn cabinet-making or what they learn, sloyd will be of service, and I think it is the thing we ought to have where there are so many little boys running around unprovided for. They should have a chance to learn an industry from the ground up. I should like to hear from superintendents who have a sloyd department in their institutions.

MR. J. P. WALKER: I think Mr. Blattner has the same idea I have. He has referred to Dr. Crouter as having an industrial department and has also referred to the use of the linotype machine. I can name many more advantages that Dr. Crouter has. His Institution had a very large and handsome industrial department presented to it by a rich man. The most important thing was to fill that department and Dr. Crouter has succeeded in doing it. We should be glad to hear from Dr. Crouter as to his industrial department and also on the subject of sloyd. I think he will have something practical to say upon both subjects.

DR. CROUTER: We have a pretty large industrial department in connection with our work at Mount Airy. It is pretty well equipped and it has been carefully provided for in every respect. It constitutes a distinct department of the work of the Institution, and it has its chief, known as the Principal of the department. We teach twelve or fourteen different trades. I think it would be better if it were known as the trade-teaching department, as we really aim to teach trades, to so far instruct the pupils who take a course there as to enable them when they leave us to take positions at once in the various trades that they have learned or that they may pursue after leaving the school. The idea that, if we give a boy or girl the simple elements of a mechanical training, he will go forth fully capable of earning his own living is to me quite erroneous. He may get some idea of the subject, but he has had so little practical



experience that the training he has received is of comparatively little value to him. We may teach him to use tools, he may plane and saw and joint, but he cannot go out and enter into competition with a skilled workman because he has neither the requisite knowledge nor the practice. Practice means everything to a deaf boy; I think in that you will all agree with me. He will learn a process through practice better than in any other way.

Sloyd we introduced perhaps more with a view to interest the little boys and girls during the time they were in class. We tried it for several years, but we were not satisfied with the results. It may be that our instructor was at fault, but at any rate I do not think the results paid us for the outlay we made in connection with the work, or that the boys who took the training did any better than those who went at once when they were old enough into the woodworking department, for which the sloyd department was installed as a sort of primary training. I know that in some schools much attention is paid to sloyd work, and where means are ample and the item of expense does not play so important a part sloyd teaching may interest the younger boys and girls, yet we did not consider it of sufficient value for real practical purposes and so we stopped it. There are other ways of interesting young boys and girls, not so expensive, and I think equally as valuable as sloyd teaching.

As for the linotype, we have one in the school and we teach a certain number of boys how to use it. It is not a difficult machine to manage. A boy who has mechanical ability will readily learn to operate it, and he will in time become a rapid typesetter. The boys who have taken a course with us have obtained very good positions on daily papers and in large printing establishments throughout the State. There is no reason why a deaf boy with his quick sight should not handle a typesetter as well as a hearing boy. He will learn to depend upon his sight, where the

hearing boy depends upon his hearing. It is possible to do this in a great many cases.

Trade teaching is one of the most valuable and important features of our school work. The pupils of the advanced department get three hours every day in trade teaching; the pupils in the intermediate department get two hours, and those in the primary department who are old enough to understand the work get about the same length of time. After the full course has been completed the boys and girls who decide to remain longer under instruction in the department are permitted to do so, remaining not longer than two years, and giving their whole time to the acquisition of some particular trade. They may remain in the woodworking department, the dressmaking department, the printing department, or whatever department they may have received instruction in. This we look upon as one of the most valuable features of our industrial work. There are not less than eight pupils taking a post-graduate course this term, giving their whole time to it and omitting all work in the intellectual department.

Mr. BLATTNER: Don't you find such boys pretty hard to control and a disturbing element?

Dr. CROUTER: We did have some difficulty at the outset, but I have been careful not to permit boys who are inclined to be a disturbing element in the school to remain. If a boy is not a good boy he will not be allowed the privilege of remaining over after his regular work in school is ended. After their day's work of eight hours is over they may engage in sports with other boys. Their evenings they spend in the reading room and library, where they are expected to pursue a course of reading.

Mr. HAMMOND: What kind of a linotype machine do you use?

Dr. CROUTER: We use a Mergenthaler.

Mr. McALONEY: What do you do with little boys?

Dr. CROUTER: The little boys (not the smallest) and the little girls are sent to the sewing department and are placed in the hands of a young woman who teaches them to sew. For our purposes we find sewing as good as sloyd.

Mr. McALONEY: They really get a form of sloyd?

Dr. CROUTER: Yes, it may be considered a form of sloyd.

Mr. THOMAS: Is there any reason why a deaf child should receive industrial education more than an ordinary child?

Dr. CROUTER: I think so, for the reason that the deaf boy untrained finds it very difficult to compete along industrial lines with the hearing boy. There is nothing to handicap the hearing boy, but the deaf boy is heavily weighted. If the deaf boy knows nothing of the use of tools he finds it difficult even to gain admission to a shop. If he starts out with a good knowledge of a trade, a thorough good knowledge, he can better meet conditions with the hearing boy. Our boys who have left us have gone into car shops, paint shops, and printing offices, and obtained good wages from the outset. They could not have done this in competition with hearing boys without the training received at our hands. If an employer is confronted with a deaf boy he is usually inclined to refuse him work, he is inclined not to give him an opportunity. This is especially the case where the deaf boy is without previous training.

Mr. THOMAS: The question I was getting at was this: Suppose you have two boys, one hearing and the other a deaf boy, and you can afford just so much to both. Why would you give the deaf boy a trade training and not the hearing boy? That is the question.

Dr. CROUTER: The hearing boy has many opportunities to acquire a trade that are denied to the deaf boy. The latter, owing to his infirmity, is handicapped, heavily handicapped, whether in the way of receiving intellectual training or in the way of receiving mechanical training; in either case he is handicapped in his race with the hearing boy. This is a well accepted fact.

Dr. WILKINSON: I noticed you made reference to the sloyd and I find it is quite generally adopted. What is the advantage of the sloyd over the Russian system?

Dr. CROUTER: I do not think it has any.

Dr. WILKINSON: I wanted to know because it is so generally spoken of and quite generally adopted. We use the Russian system, and I have never been able to see why the sloyd should be so generally adopted; it has always been a mystery to me.

Dr. CROUTER: It is a fad that has to run its course like other fads.

Dr. WILKINSON: In speaking of those post-graduates, do they usually receive anything in the way of scholarships or compensation?

Dr. CROUTER: They receive no compensation at all.

Dr. WILKINSON: We have fellowships which yield \$40.00 a year.

Dr. CROUTER: Our post-graduates receive no compensation. They have no unusual privileges. They compete for prizes, a number of which are bestowed every year in connection with our industrial work. We do a great deal to encourage our pupils in trade learning.

Mr. DRIGGS: What trades do you teach the girls in your school?

Dr. CROUTER: Dressmaking in all its forms, sewing, fitting and draping; millinery, trimming and making hats, and cooking, ironing, and other forms of housework. They are the only trades we teach the girls at this time.

Mr. J. P. WALKER: We have with us a gentleman this morning whose presence before this we have been denied. He has taken a great interest in general and industrial training and has a special branch which most of us do not have. I think it would be interesting to hear from him this morning in regard to the work of horticulture at his school. I refer to Mr. Currier of the New York Institution.

tell you how I would try to make it feel at home on its first day of school, etc., and then lead on up to the second, third, and fourth years to our older pupils, up to the graduate when he is ready to leave school, when he should have the care and instruction and advice of the wisest minds we have gathered around us. I think I am in a worse condition than Mr. Tate, but if I could divide it up and speak upon any one phase of the subject I might be able to say something.

Mr. JONES: Take the phase of little children coming into the school.

Mr. S. T. WALKER: It is suggested that I speak upon the feature of little children coming to school the first year. If I should tell you how I treat them it would be a reiteration and a repetition probably of the course pursued by all superintendents. We take the little fellow on our lap and try to dry his tears; we make it appear as though he were going to have a nice time; we tell the mother that he will get over his homesickness in a few days, and after a few days we write her a letter and tell her that Johnny is happy (if he is), that he cried a little at first, but that now he feels perfectly at home and will come out all right. I have had some experience in that matter, as you all have had, but my experience recently has been a little unique, having received on the 4th of this month a half dozen of such children as new pupils out of the general run. I do not know whether it was on account of the southern atmosphere, perhaps Mr. Dobyns can tell you, but I do not think we had had a wet eye among any of the six little fellows before I left, and they had been away from father and mother in strange surroundings a week or more at that time. If we are going to have that easy sailing with young pupils in the South, much of the difficulties of this phase of the subject will be eliminated.

I feel that if I should take up any more of your time it would only be but a repetition of your own experiences,

something that you all are familiar with, so I will not dwell on the subject any longer. If any one would care to ask questions about other phases of the subject perhaps some new experience might be drawn out.

Mr. HAMMOND: Would you have a supervisor with the pupils all the time when they are out of school if possible?

Mr. S. T. WALKER: At the beginning, yes.

Mr. HAMMOND: I do not mean just with the beginning pupils, but all the time?

Mr. S. T. WALKER: Yes, the first few weeks, and for two reasons: First, to make them acquainted with the grounds, and secondly, to see they do not slip away.

Mr. HAMMOND: Wouldn't you keep that up through the year?

Mr. S. T. WALKER: Yes, if funds will admit of it. A supervisor should be on duty all the time, either one supervisor or another.

Mr. JOHNSON: In the first year of your little boys in the dormitory service and in the dining-room service, how do you have them sleep and eat; with the older pupils?

Mr. S. T. WALKER: In the dormitory service I should have about the same provision they have in Illinois. That classification is one that Dr. Gillett arranged. In Illinois they classify the little girls in a cottage by themselves. The little boys are in another cottage by themselves, the middle class of girls are all in the main building, and the middle-aged boys in the other wing, the older and larger boys having a cottage by themselves. This classification is a good one if the school is large enough to have this segregation of buildings. In the dining-room service they have one large dining-room where all the pupils eat. The boys and girls eat together at table, eight or ten pupils at each table, four or five girls and four or five boys, with a large boy at the head and another at the foot of the table and the smaller and middle-aged children at the sides. It is a sort

of family circle. In Louisiana they do not have that plan. The boys are in one part of the dining-room and the girls in the other part sitting at long tables.

Mr. CONNOR: Then you have some of the largest children take care of the little children?

Mr. S. T. WALKER: Yes, but we hope later to have a similar arrangement to that in Illinois. I am going to cut it down to the smaller tables.

Mr. CONNOR: How many have you?

Mr. S. T. WALKER: One hundred and twenty.

Mr. CONNOR: How many tables?

Mr. S. T. WALKER: We shall have about ten boys and girls to a table.

Mr. JOHNSON: Our girls objected to that arrangement, because they claimed they did not get sufficient to eat with the boys in front of them. (Laughter.)

Mr. S. T. WALKER: We have had no objection whatever.

Miss MORSE: The same arrangement continues with the older pupils as when Mr. Walker was there. The little boys eat at one table, with an attendant who eats with them and superintends their table manners. The little girls eat at another table with one or more attendants.

Mr. S. T. WALKER: The little boys and little girls we put at one long table, and we have to put a lady in charge to look after them. We have some as young as six, seven, and eight years at those tables.

Mr. W. K. ARGO: I think I am somewhat responsible for this question, but not exactly as it reads on the programme. In my response to Mr. Johnson's request for subjects for discussion I suggested "The Supervision and Care of our Pupils out of School." I find this the most difficult part of my work. The schoolrooms and the industrial department are comparatively easy to handle, but the care of the pupils the remainder of the time is unsatisfactory, largely, I think, because we have not funds enough

to employ a sufficient number of people as caretakers. Our supervisors work from twelve to sixteen hours a day. In the Kentucky school it was the same when I was there, some of the supervisors being on duty from five o'clock in the morning until nine at night. Our supervisors have a great deal to do while the pupils are in school. In the first place they go over all the dormitories to see that everything is in shape. After that there is laundry to distribute, clothes to mend, etc., each day having its allotted task, and the very best we can do for them is to allow them off two days a week from 9.30 to 11.45 A. M. and after 7.00 P. M. On Sunday two are on and one off, giving each one Sunday in three from 9.00 A. M.

Another source of annoyance is the dining-room, where little and big are mixed up together for lack of help to wait on the little ones. We do not like this at all, but in a small school it seems the best we can do. I venture to say that our friend from Georgia has the same trouble.

Another problem is the laundry—to so arrange that the girls will not have too much to do. However, the gist of the whole matter is how to provide everything necessary with a limited amount of money—how to take care of the supervisors as well as the supervised. Our supervisors take their meals in the same dining-room with the pupils and at the same time, so as to be with them out of doors when they have finished the meal. We want some one on duty all the time, but under our arrangement the hours are too long. If any one has a remedy, I should like to know it.

Dr. CROUTER: I look upon the proper supervision of pupils as a matter of the utmost importance. There cannot be too close supervision. It should begin in the primary department, it should be continued through that department into the intermediate department, and from that into the advanced department. With us—and I

do not know that we spend more money than Mr. Argo does—we do provide a great many supervisors. In the primary department we have about one hundred and eighty pupils divided into groups of about forty-five each. For purposes of supervision these groups are again divided into smaller groups of about twenty each. No supervisor is ever permitted to have charge of more than twenty pupils, and the supervisor is looked upon as a sort of mother to her children. As I said, the children are divided up into groups and each group assigned to a certain supervisor. She is expected to look after them in every respect; rising with them in the morning, she sees that they are properly dressed, accompanies them into the dining-room, and sits with them at the table. We have a number of tables, and, as no one table will accommodate twenty pupils, in order to fill up and make the number of supervisors complete so far as care and supervision at table are concerned, we require other officers to take their meals in the dining-room with the primary pupils. After the dining-room period is completed the supervisors see that the pupils are marshalled into school. During the school period, which continues from a quarter of nine to a quarter of one in this department, they are under the care of the teachers, including the fifteen minutes' intermission, and upon the close of the school period they return to the care of the supervisors. In the meantime these supervisors are busily engaged in looking over the clothing of the pupils and caring for the dormitories. Each supervisor is required to sleep in the dormitory with her children, in a little cubical space separating her from her children. In the afternoon they are again under the care of their supervisor, who is with them on the grounds, accompanies them in their plays and in their walks, wherever they go, guiding them and directing them in everything they do. She is also with them all through supper time. After supper the children for a

short period are under the care of the teachers during the study hour. When this is over the pupils retire, the primary pupils retiring at half-past seven and eight o'clock. Each one has a half day off each week and she has the option of a Sunday off. We have also in this department what we term a teacher in charge, or some one acting for her, on each side, who, under the Principal, is held responsible for the conduct of the pupils. To the supervisor, the day is about twelve hours long.

Mr. JOHNSON: What wages do you pay them?

Dr. CROUTER: We do not pay them enough. We get very good service for \$16.00 a month for ten months. We get intelligent young women, some of them graduates of colleges, who will come and take positions of this sort, with the understanding that they are to have training, and when a vacancy among the teachers occurs they are to have the preference.

Mr. JOHNSON: I want to put in an order for six of them. (Laughter).

Dr. CROUTER: This close supervision continues through the intermediate department, and is looked upon as a matter of the utmost importance; it promotes the health and morals of the children in a most satisfactory manner.

Mr. S. T. WALKER: Do they all get the same wages?

Dr. CROUTER: No, we have some who have been with us a great many years. They have an opportunity of advancement until they get to be chief supervisors, or heads of household departments, positions that pay \$35.00 or more per month.

Mr. HAMMOND: Are they all ladies?

Dr. CROUTER: In the intermediate and primary departments, they are all women; in the advanced department, the boys are under the care of men and women both. I would rather have a woman than a man for such work with the lower grades.

Mr. HAMMOND: How do you fill vacancies?

Dr. CROUTER: By promotion. All of our matrons are supervising officers who have had training, and have come up from the ranks. It is a sort of civil-service arrangement. This supervision is continued in the advanced department, but there we do not find it necessary to exercise such close control. Pupils by that time have learned something. We do try to send out our pupils young men and women, ladies and gentlemen if you will, knowing how to behave themselves in every duty in life. With us supervision means much, and we feel we cannot have too much of it.

Mr. CONNOR: I do not know that I can add anything to the discussion, but I was going to ask, after Mr. Crouter was through, some Superintendent who has not all the money he wants to tell us how to do these things. I suppose Mr. Crouter has everything arranged as near perfection as anybody can have, but he has all the money he wants to use.

Mr. JOHNSON: I should like to have Mr. Jones of Ohio tell us about his system of separation. He divides his family into groups.

Mr. JONES: I do not wish to speak on all subjects, but our classification is very easily described. On either side the children are divided into four families, four of boys and four of girls. Take the girls' side for instance, there is a matron for the first group of perhaps forty-five. She has an assistant whom we pay \$16.00 a month and the matron is paid \$30.00 a month. They have primary pupils from seven to eleven years of age. The next family runs from eleven to possibly fourteen years of age, grouped according to their size, and we often have sixty in that family. We have a matron over it who gets \$30.00 a month. She details a bright pupil to assist her in managing the work. This pupil is called an orderly. The next family is composed of the larger girls, and there are about sixty-five in it, and it is presided over by a matron who likewise details

a pupil as orderly. Our very advanced family, the high-class girls, contains about sixty and is presided over by a matron; she also uses her girls to assist her. Those children eat in separate families, but in the same room, and each matron presides over her family in the dining-room, but does not eat with the pupils. She details some of the girls to help serve. What is true of the girls is true of the boys as well, each family being in charge of a woman, except the high-class boys, who are in charge of a man. The boys and girls eat in the same dining-room, but at separate tables. The matrons and supervisors take their meals with the other officers in a separate dining-room.

* Mr. CONNOR: How do you keep the different groups of boys separate out of school?

Mr. JONES: We do not attempt to keep them separate. We have an outdoor supervisor on the boys' side and one on the girls' side. The former looks after all the boys while at play and the latter all of the girls. I believe, as Mr. Crouter has said, that supervision is very important, and we cannot lay too much stress upon it. If I had any criticism to offer on our own system it would be that we have not even yet small enough families.

The third hour of the session was devoted to papers from the foreign delegates, Mrs. Nordin and Miss Schmidt.

THE CARE AND INSTRUCTION OF THE BLIND-DEAF.

BY MRS. ELIZABETH ANREP NORDIN.

From my point of view, I should like to say not only blind-deaf, but blind deaf-mutes; and that for two reasons:

First, when speaking about care and instruction of these afflicted ones, I am going to start from their uneducated condition, when there can be no supposition of their having

learned speech, or having acquired any audible language; they are then dumb, too, on account of their deafness.

Second, because I understand blind deaf-mutes to be deaf-mutes who are blind too—not blind being deaf. I consider the deafness and its consequence, the muteness, to be the main affliction in their case, not the blindness. Their main obstacle to development, mental or spiritual, is their want of a language by which to communicate with others, with the outer world. Without a language, consisting of words in *any* form, they never will be able to think in a way similar to ours, or really to enter into our ideal or spiritual world. A language must then be the main entrance to these “imprisoned souls.” A deaf child, being blind too, is, of course, doubly afflicted; but I dare to say, as to my experience, that with an intelligent blind-deaf child, you are easily tempted to forget its blindness, that last defect being of so much less importance than the other. I lay that stress on the definition of blind-deaf, aiming at this question as a consequence: “Who is best fitted to take care of a blind-deaf child, a teacher for the deaf or the blind?” To deal with a blind child, even a blind-born one, is not so great a task as to deal with a congenitally deaf one. If there be the necessity of specially trained teachers for deaf-mutes, that need must be the greater, when there is one more sense lacking. Who would be more able to build up language in such a child than a teacher of the deaf? Suppose it to be a bright, intelligent child, of course it ought to articulate speech too; and be it a dull child, the more special training and experience in developing such children is necessary.

Even before the age for regular instruction, such a child ought to be taken care of by such a qualified person, or at least under his or her close supervision. I should like to bring those children under such care when three or four years old. In my little school, I took a little one under the

age of six, another at eight, several at ten and so on, and of course the younger they were, the easier to manage. Several pupils were too old to make any progress, when finally sent to the school, and I am sorry to say that in some cases I do believe that had they earlier been taken care of there might have been better result. I can notice but one happy exception to that experience—a boy admitted at fifteen—making but slow, insufficient progress, until when, about two years ago, he woke up after having been a dull pupil for almost five years.

I saw once a little blind-deaf baby scarcely eighteen months old, lying in her cradle, where no one seemed to care for her beyond her temporal needs. When approaching and touching her, she examined my hands, my dress as far as possible—she could not yet raise herself up—and when I laid my watch in her hand she examined it by her fingers, put it to her mouth, not to bite it, but to taste it, to her nose to smell it—all tokens that she was an intelligent child, wanting to know something more about that new object by using all the senses at her disposal—touch, smell, and taste. That child was not born deaf and blind, but had lost her sight and hearing by “meningitis” before a year old. Suppose you shut up a normal little baby at that age from communication with the outer world, in a dark cell where it could hear or see nothing, cared for, for instance, by a deaf-mute, what would be the consequence? O, how many poor little blind deaf babies grow up in such circumstances and worse still, in poverty and misery, deprived of almost everything, almost every care, left to themselves to get along just as they can in their helplessness and their desolated, isolated state. I have seen such a picture more than once in my life. How many bad habits there will grow, how many weeds there will flourish in such a poor child! You don't believe, I hope, like many a tender mother, that her dear little child always picks up from others the bad

habits she sees in her darling, and which grieve her loving heart. Oh no, our human hearts are so infected by sin that its bad germs quickly will run to seed but for a loving sensible moral care. Most often those children are deprived of their lacking senses by severe illnesses during their infancy, not to speak of those born with inherited dispositions or constitutional diseases; less often their defects are congenital. Consequently they usually need special physical care, the sooner the better, to recover or at least to have their health improve. Oh that we could get hold of them three or four years old to take care of them morally, physically, and mentally, to undo the consequences of the defects during their previous life, to counteract bad habits, to discipline them, to teach them obedience, to develop their mental and moral capacities. We should act just like a farmer preparing well his soil to get it ready for the sowing, that it might bear fruit. He could not begin sowing expecting good harvest but for that preparation, especially if he positively knew his farm had not been cared for during years. Time and patience are needed to annihilate all these weeds, grown up and rooted for years in that soil.

The care of the blind-deaf includes three different periods: 1: the preventive and preparing period, comprehending the physical and moral sides, belonging principally to the child's first years before being under instruction. 2: The maintaining and strengthening care while the instruction is going on. The former is an assistant of the latter. 3: The care of the grown-up blind-deaf, after their education and instruction may be an accomplished fact, to help them to earn their living as far as possible.

The main object of the instruction of the blind-deaf must be to develop their mental and moral capacities, to bring them up to be virtuous conscientious Christians, ready to fill their mission in life, and to depend as far as possible upon their own work to earn their living.

The first condition for really attaining such a high object must be that sufficient intelligence be at hand in the child; the second to give them a language, teaching them how to think logically in definite forms, that is in words and sentences, not vaguely in some wordless sensations by means of gestures; and, last but not least, health and strength enough not to be obstacles to the development of their soul and body.

"Nothing is absolute in this world;" so here. How often you will find blind-deaf children who cannot fulfill these conditions. Nevertheless they are human beings, having the right to claim care and education, though they "toil not, neither do they spin" and probably never will either; but in the twentieth century we cannot treat them as the ancient Greeks and Romans in heathen times did, who exposed their infirm children to a more or less cruel death, their lives being of no use to the state. These poor children very often are the victims for the sins of their ancestors. They are martyrs in many a case and have an indisputable right to claim all the care they need. Their lives can be made endurable, even if they cannot reach the standard of our main object. There are some of them unfitted for intellectual instruction, not able to acquire any language—the only way to get at real positive knowledge—whose lives yet can be made comparatively happy by manual training. They can be taught to work with their hands, and be interested in their work; they can be taught to be diligent and persevering. Do you not think such a result worth the while of several years of instruction? There are pupils who cannot be brought even up to that latter standard; but for every half-hour you can make them busy, if only by removing glass balls from one box to another, or stringing big glass beads, or any other occupation—don't you believe they will enjoy themselves by that interruption in their dreary, dark, gloomy hours? I know they do.

The means by which to reach our high object are several. I should like to place the physical exercise and manual training from the beginning to the end in the very first place. You will have to begin by exercising their physical strength, to strengthen their bodily condition, to give them power and control over their body, to teach them how to use their limbs in a proper way, to overcome their shambling manner of walking, their uncertain fumbling movements, and so forth. By good methodical manual training you will develop their mental faculties too. If manual training be in its right place when normal children are concerned, and there is no doubt whatever about that, of course that training for blind-deaf children must be indispensable. There are several kinds of manual training or "sloyd." As to "wood-sloyd," which may be the one most known here in the United States, I have had but very little experience in my school; but, profiting from what I have seen here and in Germany, I am going to start regular lessons as soon as I can make arrangements. I practiced for eighteen years a special kind of manual training, the method of which grew out of the needs and was meant to be a preparation for ordinary manual work; but about ten years ago I introduced weaving in ordinary looms as an attempt to see what might come out of it. Since then we have succeeded in building up a method. Teaching this sloyd methodically gives the best result of any kind of manual work I ever saw among the blind. It had been practiced for years in Sweden with excellent results in schools for feeble-minded seeing children, and we took it up, after a while forming our own method. From a hygienical point of view it is said to be the most wholesome exercise, furthering the harmonious activity and development of the human body. Physicians claim this sloyd as a very good treatment for nervous diseases and reduced mental power. I claim it for the blind, -deaf and blind feeble-minded, as

a great benefit. How happy they are, when they have to go to the weaving hour, how interested in their patterns and colors! These poor children usually have no self-confidence at all, being always discouraged by their helplessness. It almost seems to me there is no work that makes them so happy, that so arouses their self-confidence as weaving. They know that they can produce a good result by being careful, for the sight is not indispensable for that work.

A second way to attain our high end, the most indispensable, though I will not give it the *first* place, as you will not have the right use for it until it has been prepared, is the intellectual instruction. Here you will have to face the greatest difficulty in teaching deaf children, the more so when blind too. You have to build up a language, without any language at all. You have to create the idioms of the language, its living soul, without which the language will remain stiff, lifeless, filled by mutisms. Who among us does not know about that peculiar form, deaf-mute language? You know how slowly you are getting on in a foreign language, as long as you have to translate from your own. As soon as you begin to think in the foreign one, though your expressions still may be incorrect, you commence to grasp the special idiom of that language, your thoughts will emancipate themselves from their former chains, you own the language, your ideas take shape at their very origin in that new language. How much more it must be so when blind-deaf or deaf children are concerned, we all know. These children never knew how to think a thought as we do. The activity of their brains, if there was any at all, consisted of "wordless sensations" produced by their contact with the outer world by means of their remaining senses—smell, touch, and taste. During my ten years among the uneducated adult deaf-mutes, I had many experiences with their "way of thinking." I

could classify the deaf-mutes as to their mental development within certain groups. In the first one I put those who could not in the least degree withdraw their ideas from the concrete facts. If such a one would describe some object he would represent facts in their proper measure and shape, unable to accommodate his gestures to the room at hand. He did not seem to have any conception of pictures because it was too high for his standard. The second group could understand pictures and knew how to describe by gestures what had happened; the events seemed to pass in their brain like the moving pictures in the kinematograph. In a third group their brains not only received impressions, producing ideas, but seemed to multiply them to draw logical conclusions even; though the premises often being false the conclusions were false too. I do not know if it would be right to call such a result of brainwork "wordless sensations." If there existed "thoughts," *how were they?* They may be like that kinematograph, incessantly giving shape to what is going on in the brain.

I remember a seeing deaf and dumb boy of fourteen or fifteen, not having any language at all in sentences, only a few words, who said to me by means of gestures about the rotation of the earth: "If it really turns round, why don't you and the chairs and everything in the room tumble around?" When I told him about the shape of the earth, that it was like a ball, he said: "Well, don't you see how foolish you are? Don't you understand the water would come off, and the steamers never could come round as you say they do?" That boy was very bright and his brain was in great activity, but *how?*

There is a certain relationship between the grown-up uneducated deaf-mutes and the bright blind children in their psychical life. But of course among such afflicted children we must not expect to find the bright ones in the
ed States has not as yet more than one

Helen Keller, born of parents with cultivated minds, a *genius*, living all her life under extraordinarily fortunate circumstances, the object for the whole American nation's favor and pride and the world's admiration. I never heard of her equal in any country in Europe, and if there might arise one, I do not think there would be done for his or her development anything equal to what has been done here for Miss Keller. She is a triumph for her country and for all her teachers. Her high standard in knowledge and mental development must be of invaluable importance to science in general, and to psychology particularly, manifesting the perfect emancipation of a human soul imprisoned in a defective human body. She has evidently disproved as well the opinion of the ancient heathen Greek philosopher, Aristotle, who declared, 300 B. C., a deaf-mute to be a human being without any reason at all, as that of Augustine, who declared a deaf-mute not able to conceive God.

But we must not at all consider Miss Keller to be a typical blind-deaf person. No, that would be too great a discouragement for us, who are working under less fortunate conditions. Then let us go back to our normally gifted blind-deaf.

I had to begin teaching that little pupil whom I mentioned—of scarcely six—only some days after her admittance. There came a professor of psychology from the University of Upsala, on purpose to study such children. When learning there was just a fresh, untouched little "bud," he asked urgently that I might begin her instruction in his presence. Of course I was willing; but I doubted as to what would come out of such lessons with a child undisciplined, bad-tempered, with a strong will of her own, as I knew her to be. I shall be pleased to give you a short sketch of those first lessons. She had proved herself to be very intelligent, so we were anxious, both of us, the professor and I, to begin.

I had placed a lot of oranges and apples, almonds, hazel-

nuts, on a big tray, and put it on the table. We sat down there, I taking the little girl on my lap, letting her touch and investigate all those things, which she was very eager to do. After a few minutes she turned to me just as if to ask, "What do you want?" I then took with her little hand an almond, laying it aside, took a second, a third, and made her repeat this. She then took a hazelnut instead of an almond. I tried the same experiment over again, endeavoring to point out to her that I would not have the hazelnuts, but the almonds, laid aside. She made some more attempts, but did not recognize the almonds; then she got angry, throwing herself on the floor, kicking and crying. She understood the order to remove those objects, never minding the special kind on which I wanted to fix her attention. I had referred to her sense of touch only. After a little while I took her again, put an apple in one hand and an orange in the other, letting her smell the one after the other. Having repeated that, referring to her sense of smell too, we laid the orange back again on the tray, laying the apple aside. So I indicated the same exercise again.

Happy to have caught my idea, she quickly passed over the objects and getting at an orange, put it to her nose, then to mine, to learn if I would approve of that choice, but having made a slight denying touch on her hand, she put it back again, took an apple, smelled it, nodding approval of herself, laying it aside, and so on until she could find no more of the ten apples. At first she used her smell to discover the different kinds of fruit, but after three or four times, she knew them instantly by touch only. Then making her take again a hazelnut in one hand and an almond in the other, patting approvingly the hand that held the almond, she understood quickly my desire and took away every almond, but seemed to examine them closely at first to decide upon which was which. That was our first lesson. She had learned to fix her attention on a certain

thing, discerning between similar ones, and to obey commands, perhaps her first act of obedience. After a few minutes of play we began again, taking a hazelnut and an almond, the latter of which she had to taste to arouse her interest. Then I took one more, put it in her left hand, forming an "a" by her right one, instantly letting her touch the almond in her left hand, repeating that exercise some ten times without results. Then for a change, and to make her notice what was going on, I put a hazelnut in her left hand, forming in her right one an "h" repeatedly, referring to the corresponding object in her right. She did not take heed of these signs but began to get impatient again. So I interrupted the lesson for a moment, sent for a common tiny ribbon, and, when beginning again, tied her little fingers together to form the letter "h" which seemed to her a funny joke, and so she became interested. I had not until now been able to notice the slightest apprehension in her as to what was going on with her right hand, but to my great surprise and joy she took *my* right hand, arranging my fingers to form an "h," tying it up with the ribbon exactly as I had done to her.

When I would do the same play with her again, she knew by herself how to form the "h" and tie it up.

Next morning, we repeated the exercises with "h" and "a," referring to their respective objects and adding a "c" for cake. I had to hurry on, so I now changed to give her a second problem. Hitherto she had had the object placed in her hand and learned to name it by its initial letter; now I made her make, for instance, an "a" with her right hand, indicating to her to find the corresponding object and to put it into my hand, varying the exercise with the objects according to her power. After a short rest—each lesson was not to take more than fifteen minutes—we went on again with the third problem. I put my right hand inside hers, forming an "a," "h," "c," etc., encouraging her to give

use the new forms and expressions to enlarge their language methodically. I think we have, in the Swedish language, at the very starting point, many difficulties, many stumbling-blocks you never dream of, making the beginning harder to overcome.

As soon as possible we take up the same subjects you have in ordinary schools for the deaf, drawing with pencil, writing with ink, and so forth. Teaching number in a practical way, not requiring any language, we try from the beginning to give them ideas and conceptions of number. Three, for instance, is 3, and not 3 times 1. Five is 5 and not 5 times 1. You can get almost any normal child at four to five years of age to count, say pearls, to 10—20—100, without having the slightest conception of number. When asked to give you 10 pearls, for instance, they give you 10 times 1 pearl. Here I could speak again from my experience with adults. They usually could appreciate money, how much they had earned, how much to spend, and so forth; but they did not count or calculate as we do. They counted by *twos* or *fives* or *tens*; the more developed, the larger the numbers within the respective groups. 12 was $2+2+2+2+2+2$, or $5+5+2$, or $10+2$. I remember especially a man who told me he was $10+10+10+5+3$ years old.

Outsiders usually say, when talking about the blind-deaf, "Oh yes, that you can teach them how to work with their hands, I can understand, and I see you can teach them to read and write; but that you can give them abstract ideas, teach them about God and spiritual things, seems to me incomprehensible, almost impossible."

Then I have to answer that, believing in our divine origin, that "the Lord God formed man and breathed into his nostrils the breath of life," or, according to the Swedish version, "a living spirit," I believe I have only to awaken and develop that which is hidden there among the weeds, the Spirit of God, which is the spirit of life.

I remember my first experience in teaching a blind-deaf boy about God. He had learned that bread is made of meal, meal of seed, seed grows because it rains and the sun shines. His coat was made of wool, wool we get from sheep, sheep grow because they eat grass, grass grows because it rains and the sun shines, and so we always went from the periphery to the center, the *sun*, trying to refer every good thing he profited by to the *sun*. One day, a bright warm spring day, the sun shining brightly, when outside enjoying that charming weather we appreciate so much after our long cold dreary winter, we were talking about the sun; recalling all his experiences with the sun, I suddenly asked him, "Who made the sun?" He started at that question, looked very much embarrassed, breathed quickly, almost panting, and then repeating my question slowly, he answered, "I do not know." I shall never forget this occasion and his appearance, when I told him God made the sun. It seemed to overpower him, that somebody had made the sun. I repeated, "God made the sun. God is good. God is love." He seemed not to care about anything else for a good while. He seemed to have entered from the outer world into the inner spiritual world. His experiences were something like what takes place when two little eldritch balls, charged with positive and negative electricity, approach each other, but there was the great difference that his awakening spirit never repulsed the revelation of and by the Spirit of God. No, it proved to be a living real communion, growing in intensity and affection from year to year.

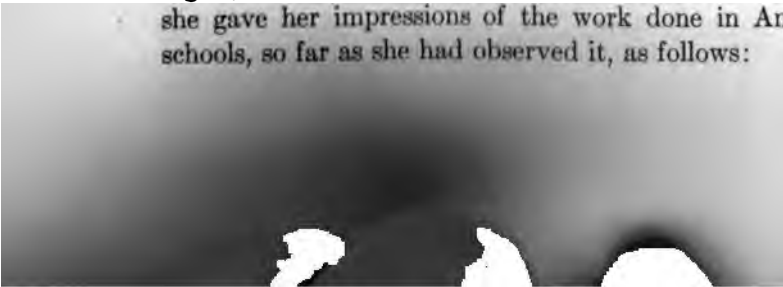
To complete my programme, I should have to finish by talking about the care of the blind-deaf after they have been educated. I know they should be taken care of, and I know, too, how I would organize this care in a working home where they could, partially at least, earn their living by practicing what they have learned through manual train-

ing, where they could go on developing their minds too, where they could be made happy, being surrounded by loving interested hearts understanding them; where they could be sheltered from a life of calamity, of double misery.

But to talk about that would be like a blind person discussing colors. I have had no experience whatever of such a blessed arrangement. No, my heart is bleeding for my poor blind-deaf, who have left school from time to time. Their life is but a wreck, a deep misery. I really have asked myself whether it could be right to educate, to teach, to develop those unfortunate ones, and then to throw them back into their former condition again, which must be the more cruel after they have experienced a life in some degree corresponding to human claims.

I shall have to send next year five pupils home after the completion of the school course unless I can raise money to make arrangements for a working home to which to transfer them; and I shall likewise have to send back five feeble-minded blind, not deaf, if I cannot make arrangements for a refuge to receive them and to care for them, to save them in many cases from being treated worse than animals. (Applause).

Miss Amkea Schmidt was on the programme for a paper on "The Work with the Deaf in Germany," but she said that she felt that she had no authority to discuss so broad a subject, and instead would confine herself to a description of the work done in the school at Emden, with which she is connected. As she spoke from written notes the stenographer did not take down what she said, supposing she would give her manuscript to the Secretary; but when the Secretary asked her for it she said she wished first to revise it; and what she finally let him have was, much to his regret, only the concluding words of her paper, in which she gave her impressions of the work done in American schools, so far as she had observed it, as follows:



IMPRESSIONS OF WORK IN AMERICAN SCHOOLS.

BY AMKEA SCHMIDT.

My government sends me to this country to study American schools and ways of educating deaf and dumb children, and to look for any arrangements and expedients which may profitably be adopted by German teachers as a help in our difficult work. I have been scarcely a fortnight in America and have visited up to this time only three schools, but I can tell you I admire your work.

German teachers generally think the Americans are practical, energetic, and intelligent, but that there is one thing they perhaps lack, namely, what we call the "*Pestalozziseele*" (zeal, spirit, and self-sacrifice). All of you know the grand reformer of Switzerland in things of education whom you honor in the statue before the Education building, and I need not tell you that he taught us to be with our pupils like mothers with their children, sacrificing ourselves to serve the little ones, because love is the *nervus rerum* of everything and the condition of all results.

I must confess, I myself thought before being here that the "*Pestalozziseele*" is a privilege only of German teachers, and that the practical Americans could have no understanding of it. And now I have come to you and have seen your work, which I dare say differs in many points from our own. But the principle is the same, the "*Pestalozziseele*" lives as well in American teachers as in their brethren on the other side of the ocean, from whence I came with so many prejudices.

Let me shake hands with you, dear colleagues in the country of the future, as a German writer calls this grand America. Let me shake hands with you, and tell you I hope with all my heart that both the American and the

German teachers may grow into their work more and more, helping one another by different views and experiences to raise the education of the deaf to a perpetually growing perfectness. (Applause.)

THE PRESIDENT: In behalf of the Conference I wish to thank the ladies for the excellent papers they have read, and to assure them that nothing that has occurred during the sessions of the Conference has given the members greater pleasure. I am informed that Mr. Nasiki of Japan, who was expected to be with us this morning, is now on his way back to Japan, and we shall have to do without his paper.

The next subject on the programme was—

THE PROSPECTS OF THE ANNALS.

Including the Report of the Editor.

BY EDWARD ALLEN FAY.

Mr. President and Members of the Conference:

With your permission I will first read my report as editor and treasurer of the *Annals* for the past four years. This report has already been submitted to the Executive Committee, who have examined the accounts and vouchers and certified to their correctness, and have also accepted the report, approved its recommendations, and instructed me to present it to the Conference.

WASHINGTON, D. C., Oct. 15, 1904.

Mr. R. O. JOHNSON,

*Chairman of the Committee of the Conference of
Superintendents and Principals of American Schools for the Deaf.*

SIR: I respectfully submit the following summary of my receipts and disbursements as editor of the *American Annals of the Deaf* and treasurer of the Committee from the date of my last report, June 25, 1900, to this day, October 15, 1904:

RECEIPTS.

From balance on hand June 25, 1900.....	\$1,386 07
“ assessments on schools.	6,555 30
“ individual subscriptions.....	1,030 18
“ sale of back volumes and numbers	155 54
“ advertisements.....	64 00
“ bank interest.....	131 60
“ sale of other publications	3 66
Total	\$9,326 35

DISBURSEMENTS.

For printing and engraving.....	\$4,133 00
“ salary of editor	2,066 66
“ articles of contributors	1,159 27
“ rent and care of office.....	236 25
“ travelling expenses	341 35
“ postage, expressage, stationery, etc.....	290 53
“ back volumes and numbers	40 50
“ overpayment returned	3 50
Balance on hand October 15, 1904	1,055 29
Total	\$9,326 35

I submit, also, for the examination of the Committee the book containing the *Annals'* account with the treasurer, which shows all receipts and disbursements in detail; also vouchers for all disbursements.

Of the balance on hand above reported, \$779.54 are deposited in the Seamen's Bank for Savings, New York, in the name of E. A. Fay, and draw an annual interest of four per cent., compounded semi-annually; \$275.75 are deposited in the American Security and Trust Company of Washington, D. C., in the name of E. A. Fay, Treasurer, and draw interest of two per cent. per annum on monthly balances, credited semi-annually.

The schools contributing to the support of the *Annals* are nearly the same as reported at the meeting of the Committee at Talladega four years ago, and the amounts contributed are nearly the same. The only changes have been that the New England Industrial School has withdrawn—temporarily, I hope—from the support of the *Annals*, while the Arkansas, Florida, Montana, Nebraska, and Oregon Schools, which at the date of the last report were not contributing to the support of the *Annals*, are now doing so.* The assessments of some of the other

* Since this report was presented the Louisiana, New Brunswick, and Wisconsin Schools have assumed their share of the burden of support of the *Annals*.

schools have also been slightly raised or lowered by the increased or diminished number of pupils reported as present November 10, 1903, as compared with the number reported for the same date in 1899. The rate of assessment remains the same, viz., twenty cents a pupil, and is based on the number of pupils reported as present in the several schools on the tenth of November in each year. A few schools pay more than their assessment, receiving a proportionally greater number of copies of the *Annals*, and a few pay less, receiving a proportionally smaller number of copies.

The schools now contributing to the support of the *Annals*, and the payments of each school for the present year, are as follows:

Alabama.....	\$32 20	Mississippi	\$28 60
American.....	36 00	Missouri	30 00
Arkansas	30 00	Montana	7 00
California.	27 40	Nebraska	20 00
Central New York	30 00	New Jersey.....	30 00
Clarke	28 20	New York.....	100 00
Colorado	20 80	North Carolina (Raleigh) .	14 00
Columbia	50 00	Ohio	102 80
Florida.....	11 20	Ontario	48 20
Georgia	34 80	Oregon	12 40
Halifax	18 20	Pennsylvania	101 40
Illinois	96 80	Pennsylvania Oral	16 80
Indiana.....	65 60	Rhode Island	13 00
Iowa.....	36 00	St. Joseph's, New York ..	77 60
Kansas.....	8 00	South Carolina.....	15 00
Kentucky	69 40	Tennessee	30 00
Le Couteulx St. Mary's... 32 40		Texas	50 00
Maine.....	18 80	Utah.....	16 60
Manitoba	12 40	Virginia.....	24 00
Maryland.....	24 00	West Virginia	16 00
Maryland Colored	8 20	Western New York.....	35 20
Michigan.....	75 00	Western Pennsylvania ...	44 20
Minnesota.....	6 00		

Since the rate of assessment was reduced six years ago from thirty cents a pupil to twenty cents, and the subscription price was changed from \$3.00 to \$2.00, our annual receipts have been less than our annual expenditures, so that the surplus on hand, which was \$1,520 in 1898, has gradually diminished to \$1,055 in 1904. The wolf, however, is not yet at the door, and we may hope that with the growth of the schools now supporting the *Annals*, and the increasing number of others able and willing to bear a share of the burden of support, no advance in the present rate of assessment will be necessary, and at some time it may even be further reduced. The present editor, during his long term of

office, has had the pleasure of seeing it reduced from fifty cents a pupil to forty cents, thirty cents, and finally twenty cents, while at the same time the number of pages per volume has been nearly doubled.

Since 1901 the *Annals* has been published bi-monthly during the school year, giving five numbers a year instead of six. This has not occasioned any diminution in the number of pages in each volume, but on the contrary there has been an increase.

A new feature that has been introduced into the *Annals* during the past two years is the publication in each January number, in addition to the usual statistics of schools, of an alphabetical list, aiming to be accurate and complete, of all American instructors of the deaf, together with the name and location of the school with which each is connected and, so far as possible, the kind of work, as oral, manual, or industrial, in which the teacher is engaged. For the information upon which this list is based, as well as for that of the tabular statement of statistics, the editor is indebted to the Superintendents and Principals of the schools, and he is especially grateful to those of them, constituting the large majority, who furnish the information promptly.

On the completion of each ten volumes of the *Annals* it has been the custom to publish a comprehensive Index to them. At the end of next year our fifth decade of volumes will be concluded, and I respectfully recommend that an Index to them be issued as soon thereafter as practicable.

Usually the Conferences of Superintendents and Principals have been held at some school for the deaf and the proceedings have been reported and published at the expense of the school entertaining the Conference. As that arrangement is not practicable for the Ninth Conference, I respectfully recommend that the chairman of the Committee be authorized to engage a stenographer to report the proceedings at the expense of the *Annals* fund, and that the proceedings be published in the *Annals*.

Respectfully submitted.

EDWARD ALLEN FAY,
Editor and Treasurer.

Dr. DOBYNS: I should like to ask Dr. Fay one question. Did I understand him to say that the money is deposited in one of the banks in the name of E. A. Fay?

Mr. FAY: Yes, the money is so deposited in the Seamen's Savings Bank, because that bank declines to open accounts with societies, trustees, or administrators. It receives deposits from individuals only.

Dr. DOBYNS: I did not mean to cast any reflection upon Dr. Fay's disposition of the fund.

MR. FAY: I am glad Dr. Dobyne asked the question and gave me the opportunity to make the explanation.

The Committee have asked me to add a few words concerning "The Prospects of the *Annals*." With this I shall not detain you long. Indeed, the present time does not seem to be quite the appropriate one to speak of the "Prospects" of the *Annals*. When a periodical makes its first appearance it generally issues a prospectus in which it sets forth its aims and purposes; but the *Annals* made its first appearance fifty-six years ago; it is rather late in the day for it to be issuing a prospectus now.

Furthermore, one cannot make many suggestions as to the future possibilities of the *Annals* which were not made by the broad-minded and far-sighted men—the instructors of the American School at Hartford—who founded this periodical fifty-six years ago. Their aims and ambitions were so high, the plans they laid out were so broad and comprehensive, and yet so clearly defined and closely limited, that all that subsequent editors have been and, as I believe, all that future editors will be able to do, is to endeavor to live up to the lofty standard they proposed. To give statistics of every kind relating to the deaf; to describe their social and political condition in ancient times; to write the history of the first attempts made to instruct them and of the progress of the art down to the present time; to give historical sketches of all the schools for the deaf in this country, with briefer and more general notices of those in foreign lands; biographical sketches of individual deaf persons who, for any reason, might be thought worthy of such distinction; notices of books relating to the instruction of the deaf; a survey of the state of the deaf-mute mind before education; descriptions of methods of instruction, intended as a practical guide to persons preparing themselves to become teachers, and affording new suggestions even to experienced educators; articles on the diseases of the ear

and the efforts made by otologists for the relief and prevention of deafness; the relation between the instruction of deaf and of hearing children, and the mutual benefit to be derived from a comparison of the two methods; in short, to make the *Annals* a perfect treasury of information and of discussion upon all questions and subjects related either immediately or remotely to the deaf, was the aim proposed in the original prospectus of its founders. Is there much that we can add to this now?

It was stated at the outset that the contents of the *Annals* would consist principally of original articles, prepared by individuals engaged in the instruction of the deaf in this country. Our own teachers have always been, and are still, the main source of our contributions; but as similar periodicals have been established in other countries much valuable material has been and will be obtained by translating or condensing such portions of their contents as seem likely to be of value to American readers. The greater ease and rapidity of communication has also enabled us to come into closer touch with our brethren of the whole world than would have been thought possible half a century ago, and the *Annals*, though still distinctively American, now has some contributors and many readers in foreign lands.

The broad and liberal spirit of the founders of the *Annals* is also indicated by the distinct expression of their purpose to make it the organ and representative of all the American schools for the deaf, without regard to the methods of instruction pursued, and not merely the exponent of the views of its conductors. At that time, it is true, there was but one method in this country; but even then there were differences of sentiment and opinion concerning the best way to teach language, which gave rise to some sharp discussions among such men as the elder Dr. Peet, Dr. W. W. Turner, of Hartford, and Mr. Jacobs, of Kentucky. Since

then there have been wider divergencies in methods; oralists and manualists and advocates of the combined system have come forward as zealous champions of their respective views; but the *Annals* has endeavored to treat all with entire impartiality, opening its pages as freely to the supporters of one method as another, making itself the partisan of none, and asking for its editor and the members of its Executive Committee only the same rights and favors that it extends to all others, namely, that they might be permitted to express their own opinions over their own names. The *Annals* never has been, and I hope never will be, the "organ" of any one method of instruction, of any particular school or schools, of its Executive Committee, or of its editor. Papers upon all subjects within its province are welcome from every quarter, and are published with the writer's name and on his responsibility, without any reference to the private views of the editor or other persons; the only requirement being that the contributions shall reach a reasonable standard of literary excellence, be courteous in tone, and possess interest and value for the readers of the *Annals*.

Now, Mr. President, these things have been said before, and it seems scarcely necessary to repeat them; still I am glad to have the opportunity of bringing them to the notice of the members of this Conference, some of whom perhaps have not read all the back volumes of the *Annals* as carefully as a fond editor might desire. I respectfully and earnestly beg the superintendents and principals of our schools to aid the *Annals* in its endeavor to maintain and raise the high standard at which it has always aimed; to obtain for it from their boards of directors or trustees the modest allowance necessary for its pecuniary support; to contribute to its pages as fully as their time permits; and to secure for it the best articles possible from their most experienced and most competent teachers.

On motion of Mr. JONES the report of the editor of the *Annals* was unanimously adopted.

THE PRESIDENT: This brings us to the fourth hour, the consideration of miscellaneous business and whether we shall have a session on Friday. The Committee did not feel as though they were authorized to arrange for a programme on Friday unless the Conference wished to have another session. The Committee—or rather it was Mr. Johnson who did it—suggested a number of subjects for the programme that it was thought desirable to bring before the Conference in case a session should be held on Friday. The chair would like an expression of opinion from the members as to whether when we adjourn we adjourn *sine die* or whether we shall have a session to-morrow.

Mr. S. T. WALKER made a motion, which was duly seconded, that a session be held on Friday.

Dr. DOBYNS: I am opposed to that motion. I think we have had a very fine meeting, and there are some here who cannot very well remain over to-morrow, and I hate to come to a Conference and miss a session of it. Those gentlemen who cannot go home can spend their time very profitably at the Fair, and I think we had better adjourn *sine die* to-day. I will offer that as a substitute motion.

The motion being duly seconded, the question was put to a vote and the substitute motion prevailed.

The President introduced Professor M. H. HOLT, a director of the North Carolina School at Morganton, who addressed the Conference as follows:

Mr. Chairman and Gentlemen of the Conference:

I shall intrude upon your valuable time but for a moment, and if indeed "brevity is the soul of wit," then I shall make one of the greatest speeches of this Conference. You are aware of the arrangements made some time ago for the meeting of the Convention of American Instructors of the Deaf at Morganton, North Carolina, next summer. I have

come as a representative of that School and State to make a personal invitation to you, and through you to every instructor of the deaf in America, to meet with us on that occasion; and we are making extensive preparations to entertain all who come. We wish to assure you that a genuine "tar-heel" welcome awaits every one who wishes to avail himself of this opportunity to get a balmy breath laden with the ozone of the piney woods of the "Old North State."

We look forward with the most pleasant anticipations to that meeting, for as a State and section we expect to reap a rich harvest of benefit from the associations and discussions and inspirations and aspirations that meeting will bring to us. No broader-minded or more self-sacrificing men and women live than those who are engaged in the noble work of training the deaf for life here and hereafter, and we count ourselves fortunate in the expectation of playing host to your number. What nature has done with lavish hand will lie before you in matchless mountain scenery, and what man has done to supplement this Titanic landscape our neighbor, George Vanderbilt, will show you on his magnificent domain.

Hoping you will carry the message which we bring you from our School and State, with our compliments, to those you left behind you, and that we may become better acquainted with you, and that you may become better acquainted with us next summer, I bid you a cordial goodbye.

Dr. GALLAUDET: May I say a word as President of the Convention? I made a visit to Morganton last May, at which time I renewed the most charming impression I had had of a previous visit to North Carolina, of the beauty of the country and the climate and the hospitality of the people, and I can say that Professor Holt's invitation is backed by every element that can make a pleasant Conven-

tion. We shall be the guests of the Institution there, able to do our work better than when we have the distraction of a World's Fair; so I wish to second the original suggestion that the meeting be a large one next summer, and that you use your influence with your teachers to secure a full attendance. (Applause.)

THE PRESIDENT: The chair would like to add that he spent the month of August within seventy miles of the North Carolina Institution, and that he had considerably more use for his overcoat there than Mr. Johnson has for his here. You need not worry about the heat when you get into the mountains of North Carolina. You will be cooler there than in any other place except, perhaps, in the extreme northern part of the country. As to the welcome, I am a "tar-heel" myself, and I know what kind of a welcome it will be. This Convention will not only own the Morganton Institution, but the whole of North Carolina and the surrounding country thrown in, and there will be nothing left undone by the people to make things agreeable for us.

The next business in order is the report of the Committee on Resolutions.

Dr. WILKINSON: I believe I am chairman of that Committee, but as there have been no resolutions referred to the Committee, so far as I know at least, we have nothing to report.

Mr. JONES: I hold in my hand a resolution awaiting the proper opportunity to present it, having forgotten we had a Committee on Resolutions. We received yesterday a communication from Mr. Donnelly, of Brooklyn, and it seems to me that the Secretary will want something tangible on which to base his reply to that communication, and as several gentlemen who spoke yesterday expressed a similar sentiment to what this resolution contains and it seems to be the general practice in the institutions, I wish to c the following resolution and move its adoption:

152 *The Religious Instruction of Catholic Children.*

"Resolved, That it is the sense of this Conference that children should be brought up in the religious faith of their parents, and that this Conference recommends to superintendents and principals that they co-operate with parents of deaf children in State institutions to bring such children under the influence and instruction of the church of their parents' choice, so far as it does not conflict with the daily programme and the daily arrangement of such institutions."

REV. FR. MOELLER: I am very much in accord with that resolution, but I think one little clause might be added to the effect that the principals and managers of these institutions should try to make things convenient so that the children of different denominations can attend their own services. There is one difficulty in regard to Catholic children in these institutions, and that is this: Our principal service consists of listening to Mass. The principal object is to attend Mass and that takes place in the morning. It would seem easy to arrange this matter, but I fear in some institutions things are arranged so that it is difficult for Roman Catholics to get to Mass, and that is an essential thing for a Catholic. I would suggest that something of the kind be added to the resolution, that superintendents and principals do their best to make it convenient for Roman Catholic children so they may be able to attend that particular form of worship.

MR. ROTHERT: I hardly think that the letter we received yesterday needs at the hands of this Conference any special recognition. The resolution introduced by the gentleman from Ohio covers the ground, and by the expressions we heard yesterday there are no sectarian distinctions or regulations drawn, and I for one would object to recognizing thus publicly the request of any one denomination. I hail from Iowa, and the bishop of Iowa is very much pleased with my method, but I should regret if we here should take any action or give any expression of preference to any one denomination. Those are matters for regulation and matters of administration by every individual superintendent,

and not within the jurisdiction of this Conference, and if any one denomination finds in any one State any possible regulation that can be changed, I dare say that due advantage of the fact would be taken, and superintendents would be requested by various denominations to adapt their regulations to their specific requests. We have no authority to take any action which might become of national importance, to recognize any one sect or any one denomination by granting its special request; all we can do is simply in the way of suggestion.

Mr. JOHNSON: I certainly agree with what Mr. Rothert has stated. I think it is a matter for each State and Superintendent to settle, if not already settled by existing law. In my own State we have a law fifty-one years old carried on the statute-books, under which we dare not give the first line of sectarian instruction in any way, and it reads as follows: "No sectarian tenets of religion shall be taught in such institution (for the deaf) to any pupil thereof." I doubt whether any other Institution is governed by a similar law that specifically refers to the instruction of the deaf. I suppose every State, however, has some regulation governing this matter. I am always willing, however, to permit pupils at the request of their parents to go out to their own church people at stated times for doctrinal instruction.

Dr. GALLAUDET: I desire to add my support to the resolution as presented by our friend from Ohio. I think it covers the ground. We simply act in an administrative capacity; we advise the heads of schools in this Conference, but we have no authority to adopt any regulations or any measures that would be binding upon any institution or superintendent. I have followed that method in Washington many years, and I have made it a point always to give pupils an opportunity to attend any service in any of the churches to which they or their parents belong, and that includes the special service to which reference has been

made, but I quite agree that we should not by the adoption of a single word seem to recognize any one religious denomination. We should treat them all alike and give an opportunity to all our pupils to receive proper religious instruction. I should like to add a word in support of the ideas of Mr. Johnson, of Indiana. I have received applications to allow religious instruction to be given within the walls of the Institution. I have been compelled, considering the relations of our Institution to the government, to say that instruction of a sectarian nature could not be given within the walls of the Institution, but that we would afford our pupils every facility to get to the nearest point where they could receive such instruction as they needed. This policy has always met with approval, and I have never had a word of complaint from any one who has had children in the Institution.

Dr. DOBYNS: If this resolution is to be considered as an answer to the petition received yesterday I am certainly opposed to it. In the Institution of which I have the honor to be Superintendent the Catholic children are excused on Sunday from all religious exercises in the school. They are not required to attend the morning lecture, and are not required to attend the study hour or the Sunday-school; they are free the entire day on Sunday. They can go as early as they please and stay as late as they please. I should like to be informed by the Committee on Resolutions, or whoever is responsible for the resolution, whether it is intended in the remotest degree as an answer to the petition presented to the Conference yesterday.

Mr. JONES: I wish to say that I am solely responsible for the resolution. I referred it to several gentlemen with whom I had an opportunity to talk and in whose judgment I have great confidence, and they agreed that the resolution was proper. I am sorry the discussion has taken the turn it has. Our programmes are arranged in such a way that

the children can be given time to attend church, and it appears to me there can be nothing wrong in giving expression to what we are already doing.

Dr. DOBYNS: What I should like to know is whether that resolution is intended as an answer to the communication we received on this subject yesterday. If it is so intended I am opposed to the resolution. I should oppose a petition of that kind from a Presbyterian body, and I am so strong a Presbyterian that the Catholic bishop of the diocese in which I live said I was as bad as Luther.

Mr. ELY: I should like to tell about our method of dealing with Catholic children in Maryland. This question has come to us very closely and I have given it very careful thought. We have arranged it in a way which seemed proper to us and in a way that was acceptable to people of any faith. We give the children an opportunity to attend the church of their choice. Those who wish to attend the Sunday-school of their particular choice can do so. The children of Catholics go to Mass regularly every Sunday, and we see that they go at the proper time, and they also go to the Catholic Sunday-school, and twice a week it has been the custom for some one to come to the school and give instruction to the Catholic children. In that way they are prepared for their first communion. I have given instruction to the teacher who comes there—I have given instruction in signs and hints as to the way to get hold of and to reach the children, to get at their ideas and bring them out. This plan has worked very satisfactorily and nobody has raised any objection to it.

Mr. HAMMOND: I doubt the need of this resolution. It seems to be apparent that the gentleman who sent the communication to this body is himself very well versed in regard to the practice in institutions in general along this line. We all know what our practice is along this line, and almost anybody who knows anything about our

institutions knows what is done there in this respect, and I can see no good reason for passing this resolution.

REV. FR. MOELLER: The whole import of the letter read yesterday and addressed to the Conference, and the purpose of the resolution presented to-day, is to call attention first of all to the importance attached by Roman Catholics to the saying of Mass. The spirit of the true American is to do justice to all and first of all to respect the God-given right of parents, and those who hold the place of parents in these institutions should do for the child what the parents themselves would do. I am glad to see that in most cases there is no bigotry; they are all given a fair chance; but I know also that there is a reason for this letter and for this resolution. This letter is to remind those who are not so liberal of the great injustice of the work they have been carrying on for a number of years. I have my proofs for it that they have been carrying on a proselyting system and have pulled the faith out of the hearts of some children, so that when those children went back to their homes they took the very image of the Saviour from the wall, threw it on the floor, and trampled upon it. Those same children left their homes good Christians, followers of Christ, but their minds were poisoned in the institution they attended, and when they came home they threw the image of the Saviour on the floor and trampled on it. They were told falsehoods and false ideas were put into their heads. The deaf-mute is in a peculiar situation. Let us be just. The hearing child learns his duty to God at his mother's knee. She tells him what to do, but the poor child who cannot understand her instruction comes to you expecting you to take that mother's place. There is one here and there who is inclined to be unfair. I admit there is a great degree of fairness in a large number, but it has happened that the superintendent who held the keynote of knowledge to that mind has entered the heart of the child

and has driven out the true things that ought to have been fixed there. We have a right to protest against such things, and for that reason the communication to which reference has been made was sent to this body. I think the resolution introduced by the gentleman ought to be put on record to serve as a reminder to one or two superintendents that they ought to be fair at least. I am satisfied that in the majority of institutions there is freedom and no tampering with the faith of the Catholic or anybody else, but this is to remind those who have failed to do their duty in that respect.

Dr. GALLAUDET: With due courtesy to my friend who has just spoken, I do not think that this body of men and women, whose record in regard to this matter as a whole is well known, should be subjected to castigation for one single case where the conditions stated may have existed. I do not think that this body is the proper place for the bringing of such a complaint. If a school has done wrong we are not responsible for it. We cannot compel it to do otherwise; we cannot call it to account. The authorities that govern the State or district in which the school exists are the ones to whom appeals should be made. I was in favor, Mr. President, of the adoption of that resolution, and I so told Mr. Jones who submitted the resolution for our action. The developments of the last few minutes, however, lead me to make a motion to lay the matter on the table.

Mr. ELY: It seems to me unnecessary to take such an extreme action. Cannot we change that resolution into a statement to the effect that it is the general practice of institutions, and supported by the heads of institutions, to allow to children of every religious faith all the rights that parents claim for them?

Dr. GALLAUDET: That fact is well known.

Mr. ELY: I can see no harm in making such a statement.

I believe it is generally known that we recognize the right of the parent to insist that the child be not turned from his faith. Standing in the place of the parent we should see that the child has the religious privileges of his particular faith. If some one instructor in charge of deaf children has gone so far as charged in the letter referred to, he ought to be reached by the proper authorities. I see no good reason why such a statement or one of similar purport should not be adopted.

THE PRESIDENT: A motion to lay on the table is not debatable, and I should not have allowed the discussion to proceed as far as it has.

Dr. Gallaudet's motion having been duly seconded, a vote was taken and the matter was laid upon the table.

Dr. DOBYNS moved that the entire discussion of the subject under consideration be expunged from the record, which motion was duly seconded.

Mr. JONES: This is resorting to very harsh measures, and if carried will put this body in a position of being misunderstood and appearing narrow, to say the least. The reason for the unfavorable termination of the question that has been innocently brought up is clearly manifest, it being unintentionally defeated by a friend, and I believe it is better to allow the matter to stand upon the records as reported.

Dr. DOBYNS: Instead of putting us in a position of appearing narrow, it occurs to me we are putting ourselves in the position of appearing liberal. If such a proposition were made by any other religious body it would not be considered two minutes in this Conference. We want to treat all denominations alike, and instead of being narrow it is as broad as the Christian religion.

Rev. Fr. MOELLER: In speaking from the standpoint of a Catholic I was simply giving information in regard to how it affected our principal devotion. But this affects not only the Catholic, but all other denominations, and, as Mr. Jones has said, if this resolution should be expunged from the records it would make this body appear rather narrow-minded.

The motion by Dr. Dobyms to expunge the discussion of the subject under consideration from the records was then put to a vote and was lost.

Mr. ROTHERT: I hold in my hand a resolution which I expected to have referred to the Committee on Resolutions, but this was not done, and if I have the permission of the chair to read it I will do so and will move its adoption:

Resolved, That the thanks of this Conference are due and are hereby extended to Mr. Alvin E. Pope, Assistant Chief of the Department of Education and Social Economy, for originating, organizing, and successfully maintaining the Model Schools for the Deaf and for the Blind. They have served to advertise more widely than ever before the grand work that is being done for these classes of children and to set forth the methods of accomplishment of this work. The large audiences that have constantly attended these teachings testify to the part these schools have played in the Universal Exposition and fully justify their existence.

The motion was duly seconded and, being put to a vote, the resolution was unanimously adopted.

Mr. POPE: I wish to thank you cordially for this great compliment. I do not know that I have earned it. I have tried to do the best I could with the model school, and if my efforts were successful I am glad you appreciate them. I wish to thank you again for the compliment you have bestowed on me in this resolution. (Applause.)

Mr. W. K. ARGO: I wish to move that the chairman of the Committee on Resolutions be instructed to convey the thanks of the Conference to the officers of the Exposition for the many acts of kindness and courtesy they have shown us during our meeting.

The motion was seconded, and being put to a vote, prevailed unanimously.*

* The following letter was sent:

ST. LOUIS, Mo., Oct. 22, 1904.

HON. D. R. FRANCIS,

President of the Louisiana Purchase Exposition, St. Louis, Mo.

DEAR SIR: The last act of the Conference of Superintendents and

Mr. JOHNSON: I think it is the duty, and it should be the pleasure, of this Conference to express its appreciation of the coming of Madam Nordin, of Sweden, and of Fräulein Schmidt, of Germany, as representatives of their respective countries to our Conference, and to thank them for their valuable papers and for their participation in the discussion of the subjects that have come before us; and if it is the sense of the Conference I will offer that as a resolution and move its adoption.

The motion being seconded and put to a vote the resolution was unanimously adopted.

Mrs. NORDIN: If I may be permitted I should like to convey

Principals of American Schools for the Deaf, recently held on the Exposition grounds, was to instruct the Chairman of the Committee on Resolutions to convey to the President and Directors of the Exposition the thanks of the Conference for the very satisfactory provision made for its meetings, for the comfort and convenience of its members, and for the uniform courtesy of the officers and attendants in furthering the objects of the Conference. In conveying to you this grateful appreciation of my fellow members for your thoughtful kindness, I cannot refrain from expressing my personal admiration for the whole management of the Exposition, which gave evidence of executive ability of the highest order.

Yours respectfully,

WARRING WILKINSON,
Chairman of the Committee on Resolutions.

The following reply was received:

UNIVERSAL EXPOSITION, SAINT LOUIS,
October 24, 1904.

DEAR SIR: Your very kind letter of October 22 was received and highly appreciated by the Exposition management. The Exposition feels greatly honored that the Conference of Superintendents and Principals of American Schools for the Deaf should have selected Saint Louis as their place of meeting this year and trusts that the results of their deliberations may be thoroughly satisfactory and memorable in the history of the organization.

Yours very truly,

D. R. FRANCIS,
President.

Dr. WARRING WILKINSON,
Chairman Committee on Resolutions,
Saint Louis.

the love and respect of my husband to the Conference. My husband is editor of a paper for teachers of the deaf in Sweden, and he is very much interested in the work of the schools in America, and is often in correspondence with people engaged in the work over here. We feel a great interest in the work and try to keep in touch with everything that is done here. I would therefore ask leave to present the respects of my husband at this time. (Applause.)

THE PRESIDENT: It gives the chair great pleasure to welcome Mr. R. O. Johnson to the chair as President-elect. It is customary for the retiring President to make a good speech, but as I know you are all convinced of my ability to speak, it will not be necessary for me to do so. (Laughter and applause.) I have exceedingly appreciated the honor of presiding over this Conference. I have tried to be just and yet not stick too closely to parliamentary rules. If I have hurt the feelings of any one I can assure you that it was not intentionally done, but was simply in the line of what I considered my duty.

If Mr. Johnson will now take my place it will give me great pleasure to step down into the ranks once more. (Applause.)

THE PRESIDENT-ELECT: Ladies and Gentlemen: This, I believe, is as high an honor as I ever expect to have conferred upon me. There have been honors conferred upon persons that have brought emolument and high position, but to be chosen as the head of this body, when that choice comes, as I feel it does, with the heartfelt love of each and every member of this Conference, I consider the greatest honor that could be bestowed upon me. For that reason I feel very deeply the position and appreciate it, and I hope my future conduct of the office at the next meeting will be all that can be required of a presiding officer. I shall always try to be fair and ever ready to help along the cause for which we are all laboring, and will try to make no assignment of speakers without first consulting them, for which I have been referred to as the "Rooseveltian" young man by Dr. Wilkinson.

I wish to say in this connection that in three years from now we shall hold our Tenth Triennial Conference, and on behalf of the board of management and myself I extend to you a cordial invitation to meet with us at Indianapolis, at which time, God willing, we expect to greet you in our new buildings. We have sold our old grounds. We have a direct appropriation of \$250,000, and our grounds and buildings will be sold for \$200,000 more, which will give us \$450,000. Within the next thirty days we hope to secure land within five miles of the center of the city, with steam lines on one side and traction lines on the other. In five years the property we have in mind will be surrounded by elegant residences; in other words, it is in the choice residence portion of the city, and there we hope to secure eighty acres of land upon which to build our institution, which will be on the segregate or cottage plan. The buildings will be widely separated and erected around a court of honor, and right in the center of the court it is the purpose to erect the hospital with four fronts, so that the sick children can see every way and everything that is going on. I believe that will be far better than medicine for them. Farther out we shall have wards for the contagious cases.

I do not know that it is necessary to act upon this invitation at this time or whether the matter is simply to be referred to the Executive Committee.

On motion of Dr. CROUTER the invitation extended by Mr. Johnson for the Conference to meet at Indianapolis in 1907 was accepted.

On motion of Dr. WILKINSON the Conference extended its thanks to the President and Secretary for the manner in which they had performed their duties. In making the motion Dr. Wilkinson spoke of Mr. Clarke's administration of the office of President as "courteous, wise, just, and efficient."

On motion of Dr. WILKINSON the Conference adjourned *sine die*.

SCHOOL ITEMS.

Boston School.—The Boston School was removed in September from Jamaica Plain to Randolph, Massachusetts, where a new building costing \$60,000 has been erected on an excellent site of thirteen acres.

Chefoo (China) School.—Mrs. Mills is now in America, endeavoring to increase the endowment fund of the School. On her way hither she visited England, Ireland, and Scotland, and received much encouragement and some substantial assistance from friends interested in the work.

Cincinnati Oral School.—Miss Osborn has had four months' leave of absence, during which she has been taking a post-graduate course in Pedagogy in the University of Pennsylvania.

Detroit School.—Miss May L. Guthrie, who had been the teacher of the beginning class in this School for five years, died September 23, 1904, five days after an operation following an acute attack of appendicitis.

Miss Jessie L. Thew, of the Normal Class of 1903, takes her place for the remainder of the year.

Halifax Institution.—Miss J. R. Bateman, who had been on the teaching staff of this Institution for many years, resigned in June to take a position in the School at St. John, New Brunswick. Mr. H. Taylor, late of the Margate, England, Institution, has been appointed to fill the vacancy.

Horace Mann School.—Miss Martha C. Kincaide resigned her position in November to marry Mr. John Donald Mackay, of Merrymount Road, Quincy, Massachusetts. Miss Helen E. Fernald was appointed to fill the position thus made vacant.

Illinois School.—Miss Mary C. Upham has resigned to teach in the Teachers' College of the Horace Mann School, a department of the Columbia University, New York; Miss Jane Russel to be married to the Rev. Thomas F. Smith of New York; Miss Helen Rawlings to take up mission work; Miss Mabel King to teach in the Chicago Day-Schools, and Miss Etta M. Golden to take charge of the Sheboygan Day-School.

New teachers appointed are Miss Marion E. Fairbank, formerly of this School and later of the Texas School; Miss Linda E. De Motte, formerly of the Michigan and Minnesota Schools; Miss Ernestine Jastremski, formerly of the Louisiana and Minnesota Schools; Miss Ninetta Layton, from the Louisiana Institution; Miss Ethel Crawford, who takes charge of the Art Department; and Miss Anderson, who takes the Department of Photography and will introduce textile work as a part of the Art Department.

Miss Mary A. Selby died December 17, 1904, from the effects of a stroke of paralysis. She was born near Jacksonville, Illinois; was graduated from the Illinois Conference Female College, now the Woman's College; taught for several years in the public schools of Jacksonville, and for the past twenty-two years in this School. "She enjoyed the confidence, respect, and esteem of the superintendents who have been at the head, the teachers with whom she has labored, and the pupils who have been in her charge."

Institution for Improved Instruction, New York.—Miss May E. Turner has resigned to be married, and Miss Mabel G. Eddy, from the Indiana School, has been appointed to succeed her. Miss Gertrude W. Croker, a teacher trained at the Clarke School, has taken charge of a new class. Mr. Christian Woessner was placed in charge of the carpenter shop after the death of Mr. Martin E. Meagher, for many years teacher in carpentry. Miss Margaret J. Worcester, of Portland, Maine, was not able to return at the opening of school on account of sickness, and Miss Lola C. Hine, formerly of the Ethical Culture School, New York City, is acting as her substitute. Miss Sara McCool has resigned on account of poor health, and Miss Edith M. Buell is given a leave of absence for the same cause. During the remainder of the year Miss Lauretta W. Eves, trained at Mount Airy, will take Miss McCool's position, and Miss Carolyn Goodwin, a Smith College graduate, Miss Buell's.

Indiana Institution.—Miss Mabel G. Eddy has resigned to accept a position in the Institution for Improved Instruction, New York, and is succeeded by Miss Joliette E. Constantine, who is in this School.

Kentucky School.—Miss Annie Doneghy resigned in November to marry Mr. Clarence Miller, of Louisville, Kentucky. Miss Sarah Kinnaird, formerly of the North Carolina School and more recently engaged with private pupils, was appointed to fill the vacancy. Miss K. Theo Riggs, who was trained for the work in the Missouri School, was appointed to the vacancy caused by the death of Miss Wardroper, mentioned in the last number of the *Annals*.

Mackay Institution.—Miss Maude Ruckley, graduate of the Ealing Training College, London, has been added to the corps of instructors. Miss Lavinia Gale, girls' supervisor, has been promoted to the post of monitor teacher.

Maryland School.—Mrs. Lucinda E. [Hills] Grow, a former teacher of this School, died at Fulton, Missouri, November 14, 1904, aged 71. She lost her hearing in early childhood and was educated at the New York Institution. She was married in 1855 to Mr. Charles M. Grow, then a teacher in the North Carolina Institution, who survives her. She taught in that school for fifteen years and in the Maryland School for sixteen years. Two of her sons are teachers of the deaf; Mr. Charles M. Grow, Jr., of the Missouri School, and Mr. Harvey P. Peet Grow, of the Kentucky School. "Mrs. Grow was a devoted teacher and had unusual skill in imparting instruction. She was deeply interested in the deaf and all that concerned their welfare, and this interest followed them out of school and in their after life."

Michigan School.—Miss Lulu E. Carpenter, who taught a primary class last year, has accepted a similar position in the North Carolina School at Morganton. Miss Ethel Raab, who taught articulation, resigned at the beginning of the present school year, to take a college course. Both vacancies were filled by the return of teachers, who had been absent on leave of absence. Miss Mary Crawford has been transferred from the position of teacher of Domestic Science to that of nurse. Her vacant position was filled by the appointment of Miss Cara Farmer, a graduate of the Michigan Agricultural College.

Minnesota School.—The School has been closed since December 5 on account of an epidemic of diphtheria. A strict quarantine is maintained and there have been no fatal cases.

New England Industrial School.—Miss Smith has resigned the principalship and is succeeded by Miss Martha Oakey Bockée, late of the American School at Hartford.

New York Institution.—The new dormitory annex building was occupied on the first of October; it is a modern fireproof building costing \$96,000.00. The old Mansion House has been abandoned, and the Male Kindergarten brought to the Institution proper.

North Dakota School.—An amendment to the State constitution has been adopted changing the name from "Asylum" to "School."

Ontario Institution.—The Ontario Institution has been transferred from the Provincial Secretary's department, where it was classed with asylums and prisons, to the department of the Minister of Education, where it properly belongs.

Pennsylvania Institution.—Miss Gertrude E. Douglas, a graduate of Smith College, has been appointed teacher in the place of Miss Dawson, whose death was mentioned in the last number of the *Annals*. Wood-carving, wood-turning, and wall decoration are added to the branches taught in the Industrial Department.

Pennsylvania Oral School.—Miss Alice Osterhout resigned her position at the close of school in June to be married, and her position was filled by the appointment of Miss Eleanor P. Jones, who received her training in this School.

Rhineland School.—The day-school at Rhineland, Wisconsin, has been discontinued on account of insufficient enrollment of pupils.

South Carolina Institution.—Miss Annie Dunn and Mrs. M. M. Thackston have been appointed teachers in the Oral Department in the places of Miss K. R. Walters and Miss E. P. Gibson, resigned. Miss M. E. White takes the place of Miss C. L. Grumman, resigned, as teacher of physical culture.

Washington State School.—Miss Marion A. Shaffer and Mr. Harry Best resigned their positions in August last, the former on account of ill health and the latter to accept a position in the Alabama School. The vacancies have been filled by the appointment of Miss Olive Newlin, formerly of the Menominee Day-School, and Mr. Henry Guenther, a graduate of this School.

MISCELLANEOUS.

Helen Keller on the Hand.—The January Century Magazine has a charming essay by Miss Helen Adams Keller entitled "A Chat about the Hand." She shows how the hand is to her what hearing and sight together are to other people, binding her to the world of men and women, giving her the intelligence, the joy, and the fullness of her life. She recognizes her friends and forms her estimate of strangers by their hands, and it is interesting to learn that she is seldom conscious of the physical qualities of the hand, not remembering whether the fingers are short or long, the skin moist or dry, but observing its various degrees of vitality, energy, cordiality, tenderness, humor, gravity, sympathy, spirituality, and other moral qualities, which to her delicate sense of touch, aided by her vivid imagination, express themselves in the hand, as to persons who see and hear these qualities are expressed in the countenance and the voice.

The Proceedings of the Ninth Conference.—A limited number of copies of the Proceedings of the Ninth Triennial Conference of Superintendents and Principals of American Schools for the Deaf, published in the present number of the *Annals*, will be printed separate from the *Annals* with a title-page, table of contents, and stiff cover. Copies may be obtained of the editor of the *Annals* at one dollar each.

The Teacher of the Deaf.—Mr. Arthur J. Story has resigned his position as Associate Editor of *The Teacher of the Deaf*,

though he still remains a member of the Editorial Committee. Miss Hull is now the responsible Editor, assisted by the members of the Editorial Committee.

A Training School for Articulation Teachers.—For several years the Directors of the American Association to Promote the Teaching of Speech to the Deaf have had under consideration the establishment and maintenance of a training school for articulation teachers; but they believe it would be impracticable to undertake a school of the high standard desired without a substantial increase in the present sources of revenue of the Association. The total Endowment Fund at present amounts to only \$26,200, and the Directors believe that it would not be safe for the Association to embark upon this enterprise without a special endowment of at least \$25,000 in addition to the present fund. Members of the Association are requested to inform the General Secretary and Treasurer, Mr. F. W. Booth, Mount Airy, Philadelphia, what amount they would be willing to contribute towards this object, with the understanding that no contributions will be called for unless at least \$25,000 shall have been subscribed.

Deaf Artists in the St. Louis Exposition.—In going through the art gallery at the World's Fair we noticed two fine landscape paintings by deaf artists; one by Grenville S. Redmond, a graduate of the California Institution, and the other by John G. Saxton of New York, a graduate of Gallaudet College. One of the decorative groups of statues on the Exposition grounds was the work of Douglas Tilden, of California.

The Annals.—In order that our readers may have the Proceedings of the St. Louis Conference while their interest in the meeting is still fresh, the present issue of the *Annals* is made the "Conference number" and the Tabular Statement of Schools and other statistical matter usually published in January is postponed to the next number.

AMERICAN ANNALS OF THE DEAF.

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MARCH, 1905.

SPEECH-READING.—A STUDY.

ONE great trouble in the discussion of this subject is the tendency to go to extremes one way or the other. Notwithstanding all that has been said, it still appears that a closer study of the rank and file of the deaf is needed in order to reach a final judgment on this matter. The present paper is no sudden thought, but an outgrowth. "Twenty-five Years of Lip-reading," published in the *Silent Educator* in 1891; "The Advisability of Entire Separation of Manual and Oral Pupils," read at the Columbus Convention in 1898; "Speech and Speech-reading," in the *Wisconsin Times* in 1900; and the question, "Which is the more important, practice in speech or lip-reading?" put at the Buffalo Convention in 1901, are indicative of the consideration I have given both to speech and lip-reading. My appointment as chairman of the committee of the National Association of the Deaf on the Industrial Status of the Deaf presented another opportunity further to continue investigation into the subject. Accordingly, in each of three circulars* sent out to Employers of the Deaf, to the Deaf in Business, and to Deaf Workmen, a question calling for definite information on this subject was inserted.

* See the *Annals*, vol. xlviii, pp. 125-127.

"Just a little," (c) "No"; (b) "A little," (c) "No"; (b) "No," (c) "Least"; (b) "Should say not," (c) "No."

Those from the foreign schools replied to this question as follows: The one from Sweden answered (a) "No," (b) "Writing," (c) "Yes"; the one from Canada answered (a) "Yes," (b) "Not quite," (c) "In French yes; in English no"; the one from Germany, "I can read the lips of all employers well"; from Newcastle-on-Tyne, "No"; from Denmark, "No"; and from Norway, "No." Only one of the foreigners was among the Deaf in Business (all the others were among the Deaf Workmen); this one was from London, and answered "Both."

A number of replies were received by the committee after the compilation of these statistics, but so far as I know they do not materially affect the testimony given here. Future and more extended investigation may however tell a different story, for the reason that many who answered the questions were in our schools when speech and speech-reading were not taught so extensively as they are now, and besides oral schools ought to be more largely represented than they are. I have in mind a number of such excellent lip-readers, with the conditions of whose bringing up and education I am well acquainted, that were there more of them in this report it might look more encouraging.

While the statistics are not sufficient to prove anything definitely, they afford much food for reflection and pretty clearly demonstrate that lip-reading is a more difficult matter than is usually supposed, whether the subject is educated in an oral school, a combined-system school, or both; and also that the extravagant claims often made in its favor are for the present not sustained. The speech impulse is inborn, but lip-reading is a thing that has to be acquired, and the power to acquire the same thing differs widely in different persons. Many make a great mistake

by undervaluing the ability to read the lips imperfectly, and unconsciously discourage a truly valuable acquisition, for most lip-reading is of this character. Thankful indeed should oral teachers feel if their pupils go out from them with the ability to read the lips fairly well. It will be a help to them all through life. Successful speech and successful lip-reading do not always go hand in hand. There are good lip-readers with poor speech and *vice versa*, and both should be given every opportunity in oral classes to develop whatever they possess of either, especially in their younger years. Probably no point is of more importance than beginning early. In a pamphlet entitled "A Suggestive Manual for the Use of Parents and Pupils," I have this advice for the home-folks: "In case the child can talk great pains should be taken to have him read the lips and speak as much as possible. It is one of the best ways to keep up and improve his speech and lip-reading while he is not in school. The earlier this practice is begun the better. 'Practice makes perfect.'"

WARREN ROBINSON,

Instructor in the Wisconsin School, Delavan, Wisconsin.

DEVICES FOR PRIMARY NUMBER WORK.

ALL teachers of the deaf know how difficult it is for the little ones to grasp and retain the idea of Number. It seems to me important to present this subject in a bright and attractive way, so that the children may look forward to the number period with pleasure, and to the learning of numbers with delight. Differing devices and such a variety of material may be used that the pupil may almost imagine himself playing a game, rather than really working. I give the following suggestions for very little ones, and hope they may be a help to some teacher.

We will suppose that the children are to learn the numbers up to six or perhaps ten. A "Noah's Ark," or what is called a "Toy Village," is the delight of most children. These playthings may be used in a variety of ways. Let the teacher hold up three sheep, the children giving the number quickly, with only one glance at the group, as they respond to her questions. Or she may say, "Show me three men," or, "Put two dogs in the barn," or, "How many brown cows?" "How many white cats?" or, "Hold up three goats and one man," or, "How many houses do you see?" "Show me three green trees." Of course the language of this lesson must be adapted to the knowledge of the child.

A large house, containing many windows and several doors, may be drawn upon the board. In every window a number may be written with colored chalk, and also on the panel of every door. This exercise may be used to advantage for training in quick lip-reading, when the teacher announces a certain number, or for observation in finding the number mentioned quickly.

Cards with a certain number of dots indicated upon them, every card with different-colored dots, or different pictures representing a certain number of objects, or scrap pictures, are attractive. These cards may also be used for quick sight training—the teacher holding up a card quickly once, and the children writing the figure representing the number of objects thereon on their slates. The groups of pictures on the cards or the number of dots upon others should have every possible variety in the groupings of the same number, so that the children may recognize them at a glance, however presented. These cards may also be used in the following way: Place cards in a row upon the table around which the children have gathered, one card to represent each number to be taught. The children blind their eyes, while the teacher hides one or two of the cards. The children then tell the numbers missing.

Numbers may be placed upon the backs of pretty scrap pictures; a set of boys, for instance, or different pictures of girls, of poultry, or of flowers, always delight the children. Clothes-pins, colored beans, pretty glass marbles, cardboard animals, small geometrical forms, paper dolls, paper flowers, and tiny china dolls, might be helpful when the children are weary.

Procure a box of cheap dominoes, saw each one in two, and place the pile in the center of the table, around which gather the children. Provide each child with a piece of cardboard which has been squared off by means of lines painted in bright colors. In each square a large figure, cut from a good-sized calendar, is pasted. When the teacher announces a number the child takes from the table the half domino which has upon it the corresponding number of dots and places it upon the like figure (in different form) on the card. This gives the child the two forms of the same number.

The old-fashioned game of dominoes is a pleasure and an instruction to the children. Matching the number ends in this game is excellent practice for them. The half dominoes may be hidden about the room and searched for by the children. As soon as a piece is found the child announces the number and places the figure and written form upon the blackboard. When the game is finished each child counts, as best he can, the number of pieces found. Cards may be placed all about the room, in high places as well as low, the children blindfolded, and when bidden to uncover their eyes they must find quickly any number which the teacher may name.

Every child loves to play with tenpins. These may be used as a number game. Each child may tell the number of pins he knocks down. It generally adds interest to most games to keep an account of the amount made by each child.

We are all familiar with the game of "Fish-pond." Simple numbers may be placed over the usual ones found upon the fishes, and the game may be carried on in the ordinary way.

A good-sized rubber ball is a diversion when the children have been using their eyes and minds closely for some time. Let each child in turn bound the ball as many times in succession as possible, and report his achievement.

A large circle may be drawn upon the board, and divided into sections similar to the divisions of a pie. The child is blindfolded, and points to any section, and after the cover is removed from the eyes he speaks the number and writes it upon the board. This exercise may be done quickly, each child being ready in turn to be blindfolded.

Objects may be hidden about the room in groups. Two balls together, or three dolls, etc., may be found by the children and talked about.

A large Christmas tree may be drawn upon the blackboard, with colored toys upon it, drawn with colored crayons. Upon each toy place a number and ask the children to point to the one mentioned by the teacher or one of the pupils.

Paint or draw a circle upon a large card, and place figures in a circular form within its limits. A tin or cardboard hand may be attached to the middle of the card. Each child takes his turn in throwing a large die from a box. If the uppermost side of the die has four dots, for instance, the child moves the hand upon the card to the figure four, and speaks and writes the same upon the blackboard.

A field of colored flowers and different kinds of green trees may be drawn upon the board. This should be made upon a large scale, and there should be in the picture children playing or picking flowers, birds flying, chickens feeding, with other animals, little houses surrounded with tiny yards, etc. In every conceivable place put a numerical

figure—on the tip of the wing of a flying bird, on the pocket of a little girl's apron, on the petal of a flower, on the hat of a boy, on the shoe of a baby, on the horn of a cow, on the tail of a cat, on the tips of blades of grass, etc. This picture, if done well, may be left for several weeks upon the board, as it is very ornamental. Let this picture serve as a number exercise.

Many of these devices may be used when the children reach the dignity of "and" and "less." And when problems follow, let us strive to rid ourselves of the proverbial "apples," "oranges," and "marbles," which have been made to do duty for the last seventy-five years.

KATHARINE F. REED,
Milwaukee, Wisconsin.

COUNCIL OF HEADMASTERS OF BRITISH INSTITUTIONS FOR THE DEAF, 1904.*

A MEETING of the Council of Headmasters of British Institutions for the Deaf was held at the Royal Institution, Derby, England, June 3 and 4, 1904. Dr. RICHARD ELLIOTT, of Margate, presided. Eighteen headmasters were present.

"The School Period" was discussed at considerable length. Dr. ELLIOTT said that what was once regarded as an almost ideal period of instruction, nearly eight years, had now been attained. While this is almost double the former period, it is a question whether double the amount of work is done and whether the pupils are better equipped for the circumstances of daily life. It is a mistake to commence the training of deaf children too young. He had a list of pupils whose education had begun under seven years of age.

* The Proceedings in full may be obtained from the Honorary Secretaries, Mr. W. R. Roe, Friargate, Derby, and Mr. A. Story, The Mount, Stoke-on-Trent, England, for 37 cents.

Some of them had been in his school from the beginning and others had come to him after receiving instruction elsewhere. In no case had any permanent advantage accrued to these children from their early years of training, and in no particular had they advanced beyond the point in education gained by those who began at seven years of age and afterward. At the end of their course of eleven or twelve years they were no further advanced than those who had had three or four years less of instruction.

He thought the argument sometimes advanced in favor of early oral instruction, that the vocal organs are more flexible and plastic in infancy, was an entire fallacy, owing to the absence of judgment, memory, and ability to profit by instruction at that early age. The most complete failures in articulation teaching he had had experience of were when it had been begun very early. Of the twenty-five pupils above mentioned, all of whom were orally taught at the outset, eleven were so defective in articulation that after strenuous efforts to improve their speech he had finally to transfer them to the manual department, which numbers about one-seventh of the entire school.

Regarding infant instruction as mere waste of time and effort, even if it does not do positive harm in straining minds and faculties as yet in an embryonic, undeveloped condition, he urged that the term of instruction should be extended at the age when by training full capability to profit by it has been acquired. From seven or eight to sixteen years of age, with the possibility of further extension in suitable cases, should give all that could be asked for. To take infants from their homes is as unnatural—almost barbarous—as it is ineffectual. How are home ties and home affections to grow up when children are divorced from nature's own method of creating and fostering them? Furthermore, such children being more helpless, not having yet acquired habits of cleanliness, and having greater lia-

bility to infectious diseases, necessitate increased expense for nurses and add to the dangers of epidemics.

He thought that technical instruction might perhaps be provided for by giving such of the pupils as show that they have the capability to become something more than common laborers a longer term even than eight years, as is done in some American schools. They might remain in the institution under a kind of apprenticeship, with half-time intellectual instruction, until they have mastered a trade, say till twenty years of age. Before committing themselves to this system, however, English headmasters should make an exhaustive inquiry into its workings in America, its successes and its failures, and the circumstances under which it has been carried out. But with respect to the best years for the school term he had no doubt. Four years taken from the baby stage of instruction and added to the term now allowed would, at no very great additional expense, fully equip the deaf, without recourse to hap-hazard apprenticeship, for all the purposes of social and intellectual life.

Mr. WILLIAM VAN PRAAGH, of London, recommended the extension of the school period to the age of eighteen and even beyond in special cases. This would afford a foundation for higher elementary and secondary education.

Father DAWSON, of Boston Spa, and Mr. W. B. SMITH, of Bristol, agreed with Dr. Elliott that early admission to school is undesirable, but most of the speakers took the opposite view, and the following resolution, offered by Mr. A. STORY, of Stoke-on-Trent, was finally adopted by a vote of ten to six: "That, in the opinion of this Conference of Headmasters of Institutions for the Deaf, it is desirable that deaf children be placed under proper training at or near the age of five years."

The following resolution, offered by Mr. VAN PRAAGH, was also adopted: "That in the opinion of this meeting

the limit of age should be extended in special cases beyond the age of sixteen."

Other subjects discussed were "The Disadvantages of Irregular Admissions," meaning admissions at irregular periods during the school year; "Local Magistrates and their Administration of the Act concerning Compulsory Attendance"; "The Engagement of Teachers," concerning which the following resolution, offered by Mr. ROE, of Derby, was passed by a vote of eight to six: "That it is desirable that the engagement of teachers in all institutions for the deaf be terminable by the uniform period of notice—one month from either side"; "School Training for the Deaf and its Relation to Industrial Work in After-school Life"; "A Scheme of Manual Training for a Large Institution"; and "Special Schools for Deaf Defectives," with respect to which this resolution, offered by Mr. KUTNER, of London, was adopted: "That the presence of defective deaf-mutes in our schools militating against their best interests and the best interests of the normal pupils, special residential schools be provided, into which could be drafted children from all parts of the kingdom."

The discussions concerning the school period, school training and its relation to after life, and a scheme of manual training for a large institution, all indicated that the idea of industrial education in schools for the deaf has made much progress in Great Britain within recent years. At the Conference of Headmasters held at Doncaster in 1882 the opinions expressed were, with a single exception, against the teaching of trades, and a resolution was unanimously adopted that "Any industrial training which might interfere with intellectual and moral education should be remitted to a period when a satisfactory point in this direction shall have been gained." At the present Council, on the contrary, the view generally expressed was that industrial training must go hand in hand with intellectual and

moral training, and that pupils while at school must be prepared to earn their livelihood in after life. The practice of American schools in this respect was referred to with approval, and no one dissented from the utterance of the chairman, "I look to America to indicate the answer to this question, as well as to show us the way to carry education to the highest possible point."

A tabular statement appended to the Report shows that there are in Great Britain 24 non-residential schools containing 1,003 pupils, and 26 residential schools containing 2,511 pupils, though some of the residential schools receive day pupils also. There are six deaf-blind children in the London classes, two at Boston Spa, and two at Stoke-on-Trent. Of the pupils in the non-residential schools 940 are recorded as taught by the "oral" method, 8 by the "silent," and 55 by the "combined." Of the pupils in the residential schools 1,709 are recorded as taught by the "oral" method, 447 by the "silent," and 355 by the "combined."

Another tabular statement names the following "manual subjects" taught in residential schools: Kindergarten, brushwork, clay modelling, cardboard modelling, sloyd, woodwork and carpentry, wood-carving, stripwork, boot-making, tailoring, gardening, printing, farm-work, brass repoussé, saddlery, stone-carving, bent iron work, sewing, knitting, housework, metal work, basket-making, cane weaving, needlework, machine sewing, dressmaking, embroidery, millinery, knitting, cookery, laundrywork, dairy work, flower-making, canvas work, housework, and lace-making.

E. A. F.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1904.
A.—PUBLIC SCHOOLS (NOT INCLUDING DAY-SCHOOLS) IN THE UNITED STATES.

School.	Location.	Date of opening.	Chief Executive Officer.
Alabama School for the Deaf.....	Talladega, Ala.....	1890	Joseph H. Johnson, M. A., Principal.
Arkansas Deaf-Mute Institute.....	Little Rock, Ark.....	1898	Frank B. Yates, Superintendent.
California Institution for the Deaf and the Blind.....	Berkeley, Alameda Co., Cal.....	1890	Waring Wilkinson, M. A., L. H. D., Prin.
Colorado School for the Deaf and the Blind.....	Colorado Springs, El Paso Co., Colo.....	1874	W. K. Argo, M. A., Sup't.
Columbia Institution for the Deaf and Dumb.....	Kendall Green, Washington, D. C.....	1857	E. M. Gallaudet, Ph. D., L. L. D., Pres't.
A. Kendall School for the Deaf.....	do.....	1857	James Denison, M. A., Principal.
B. Gallaudet College.....	do.....	1864	E. M. Gallaudet, Ph. D., L. L. D., Pres't.
Connecticut { American School, at Hartford, for the Deaf.....	Hartford, Conn.....	1817	Job Williams, M. A., L. H. D., Principal.
Florida School for Blind, Deaf and Dumb.....	St. Augustine, Fla.....	1898	Miss Frances E. Gillespie, Principal.
Georgia School for the Deaf.....	Cave Spring, Ga.....	1846	Wesley O. Connor, Principal.
Illinois School for the Deaf.....	Jacksonville, Ill.....	1846	Charles P. Gillett, Superintendent.
Indiana Institution for the Education of the Deaf.....	Indianapolis, Ind.....	1855	Richard Otto Johnson, Sup't.
Iowa School for the Deaf.....	Council Bluffs, Iowa.....	1861	Henry W. Rother, Superintendent.
Kentucky School for the Deaf.....	Osake, Johnson Co., Ky.....	1881	Augustus Rogers, M. A., Sup't.
Louisiana Institute for the Education of the Deaf and Dumb.....	Baton Rouge, La.....	1862	S. T. Walker, M. A., Sup't.
Madison School for the Deaf.....	Portland, Me. (79-91 Spring St.).....	1876	Miss Elizabeth R. Taylor, Principal.
Maryland School for the Deaf and Dumb.....	Frederick, Md.....	1868	Chas. W. Ely, M. A., Principal.
Maryland School for the Deaf.....	Baltimore, Md. (649 W. Saratoga St.).....	1873	John F. Bidson, M. A., Res't Prin.
Massachusetts { Clarke School for the Deaf.....	Northampton, Mass.....	1827	Miss Caroline A. Yale, L. L. D., Principal.
Michigan School for the Deaf.....	Beverly, Mass.....	1879	Miss Oakley M. Booker, Principal (P).
Minnesota School for the Deaf.....	Flint, Mich.....	1854	Francis D. Clarke, M. A., C. K., Sup't.
Mississippi Institution for the Education of the Deaf and Dumb.....	Fairbault, Rice Co., Minn.....	1863	James N. Tate, M. A., L. L. D., Sup't.
Missouri School for the Deaf.....	Jackson, Miss.....	1854	J. R. Dobyns, M. A., L. L. D., Sup't.
Montana School for Deaf and Blind.....	Fulton, Callaway Co., Mo.....	1881	Noble B. McKee, M. A., Ph. D., Sup't.
Nebraska Institute for the Deaf.....	Boulder, Montana.....	1894	Thos. S. McAloney, Sup't.
New Jersey School for the Deaf.....	Omaha, Neb.....	1869	Reuben E. Stewart, M. A., Sup. & Prin.
New Mexico Asylum for the Deaf and the Dumb (4).....	Trenton, N. J.....	1883	John P. Walker, M. A., Superintendent.
	Santa Fe, N. M.....	1895	

New York	New York Institution for the Instruction of the Deaf and Dumb.	New York, N. Y. (a)	1818	Enoch Henry Currier, M. A., Principal.
	Central New York Institution for Deaf-Mutes.	Rome, Oneida Co., N. Y.	1875	Edward Beverly Nelson, M. A., Principal.
	Western New York Institution for Deaf-Mutes.	Rochester, N. Y. (945 N. St., Paul St.)	1875	Z. F. Westerfelt, LL. D., Sup't & Prin.
	Northern New York Institution for Deaf-Mutes.	Malone, Franklin Co., N. Y.	1884	Edward C. Rider, Superintendent.
	Institution for the Improved Instruction of Deaf-Mutes.	New York, N. Y. (904-922 Lexington Av.)	1887	Albert A. Gruver, B. A., Sup't & Prin.
	Le Coultre St. Mary's Inst'n for the Imp'd Instruction of Deaf-Mutes.	Buffalo, N. Y. (235 1/2 Main St.)	1861	Sister Mary Anne Burke, Principal.
	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	Fordham, N. Y. (b)	1869	Sister Mary Anne Burke, Principal.
	Albany Home School for the Oral Instruction of the Deaf (f)	Pine Hills, Albany, N. Y. (98 N. Pine Av.)	1889	Miss Ellen E. Cloak, Superintendent.
	North Carolina Institution for Education of the Deaf and Dumb and the Blind.	Raleigh, N. C.	1845	John E. Ray, M. A., Principal.
	North Dakota School for the Deaf and Dumb.	Morgan, Burke Co., N. C.	1894	E. McKay Goodwin, M. A., Sup't.
	Ohio Institution for the Education of the Deaf.	Devilla Lake, Ramsey Co., North Dak.	1890	Dwight F. Bangs, Superintendent.
	Oklahoma Institute for the Deaf.	Columbus, Ohio.	1899	J. W. Jones, M. A., Superintendent.
	Oregon School for Deaf-Mutes.	Guthrie, Oklahoma.	1898	H. C. Beamer, Contractor and Sup't.
Pennsylvania	Pennsylvania Institution for the Deaf and Dumb.	Salem, Oregon.	1870	Thos. P. Clarke, Superintendent.
	Western Pennsylvania Inst'n for the Instr'n of the Deaf and Dumb.	Edgewood Park, Allegheny Co., Pa.	1890	A. L. E. Grout, M. A., LL. D., Sup't.
	Home for the Training in Speech of Deaf Children (e)	Scranton, Pa.	1883	Miss Mary E. C. Brown, Principal.
	Rhode Island Institute for the Deaf.	Philadelphia, Pa. (d)	1876	Miss Laura Del. Richards, Principal.
	South Carolina Institution for the Deaf.	Providence, R. I. (570 Hope St.)	1892	Miss Mary E. C. Brown, Principal.
	South Dakota School for the Deaf.	Cedar Spring, S. C.	1849	Newton F. Walker, Superintendent.
	Tennessee Deaf and Dumb School.	Sioux Falls, Minnehaha Co., South Dak.	1880	Miss Do's Donald, Superintendent.
	Texas Deaf and Dumb Asylum.	Knoxville, Tenn.	1845	Thomas L. Moses, Superintendent.
	Utah State School for the Deaf and the Blind.	Austin, Texas.	1887	B. F. McNulty, Superintendent.
	Virginia School for the Deaf and the Blind.	Ogden, Utah.	1884	Frank M. Briggs, Superintendent.
	Washington State School for Defective Youth.	Sioux Falls, Minn.	1889	William A. Bowles, Superintendent.
	West Virginia Schools for the Deaf and the Blind.	Vancouver, Wash.	1886	James Watson, Superintendent.
	Wisconsin State School for the Deaf.	Romney, Hampshire Co., W. Va.	1870	James T. Rucker, Principal.
		Delavan, Walworth Co., Wis.	1882	E. W. Walker, Superintendent.

57 Public Schools (not including Day-Schools).

59 Public Day-Schools. (See page 188.)

17 Denominational and Private Schools. (See page 194.)

133 Schools in the United States.

(a) Washington Heights, West 163d Street and Broadway.
 186th Street, and another at Brooklyn (113 Buffalo Ave.).
 Ave., cor. Monument Ave. (e) Closed during the year 1904. (f) No information received. (g) Since January 1, 1905.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1904—Continued.
PUBLIC SCHOOLS (NOT INCLUDING DAY-SCHOOLS) IN THE UNITED STATES—Continued.

School.	Methods of Instruction.	Industries Taught. (d)	NO. OF PUPILS.										PERCENT NUMBER OF INSTRUCTORS.									
			PRESENT NOVEMBER 10, 1904.										Total have received Instruction.	Total.	Male.	Female.	Total.	Male.	Female.	Deaf.	Articulate.	Industrial.
			Taught Speech.			Total have received Instruction.	Total.	Male.	Female.	Total.	Male.	Female.											Total.	Male.	Female.	Deaf.	Articulate.	Industrial.
A.†	B.†	C.†	Total have received Instruction.	Total.	Male.								Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.							Deaf.	Articulate.	Industrial.
Alabama School.	Combined.	Bl. Cab. Pr. Sh.	172	163	97	66	84	45	10	.....	.....	.....	20	9	11	20	9	11	20	6	6	
Arkansas Institute.	Combined.	Art. Bk. Cab. Cal. Car. Ck. Do. Dr. Ga. Ha. Pa. Pap. Pl. Pr. Sh. Ta. Wc.	220	220	120	100	56	.....	.....	.....	.....	.....	28	10	18	28	10	18	28	5	6	
California Institution.	Combined.	Pr. Wood-working.	146	142	80	42	109	.....	.....	.....	689	.....	16	11	5	16	11	5	16	2	2	
Colorado School.	Combined.	Art. Bk. Car. Ck. Dr. Pr. Se. Sh.	126	118	70	48	83	77	6	.....	378	.....	5	4	1	5	4	1	5	5	2	
Columbia Inst. { Gallaudet College.	Combined.	Cab. Dr. Se.	71	67	28	29	45	45	.....	.....	512	.....	11	5	6	11	5	6	11	4	2	
Connecticut { American School.	Combined.	None	126	100	60	40	45	.....	.....	.....	2,884	.....	22	16	6	22	16	6	22	4	4	
Florida School.	Combined.	Cab. Ck. Dr. Ir. Se. Sl.	185	166	105	61	137	79	.....	.....	2,884	.....	26	8	18	26	8	18	26	1	1	
Georgia School.	Combined.	Art. Cab. Do. Em. Fa. Ho. Se. Wc.	26	26	5	5	21	26	26	.....	.....	.....	9	.....	.....	9	.....	.....	7	2		
Illinois School.	Combined.	Car. Ho. Pr. Se.	57	57	27	29	29	19	.....	.....	668	.....	6	3	3	6	3	3	6	1	1	
Indiana Institution.	Combined.	Art. Bk. Cab. Cal. Car. Ck. Dr. Dra. Fa. Fl. Ga. Gl. Ho. Hor. Ir. Pa. Pap. Ph. Pr. Se. Sh. Sl. Wc. Ww.	207	187	98	80	80	80	.....	.....	3,261	.....	17	10	7	17	10	7	17	2	5	
Iowa School.	Combined.	Art. Bk. Bar. Cab. Car. Ck. Do. Dr. Dra. Fl. Gl. Ha. Pa. Pr. Se. Sh. Tin. Wl.	389	344	185	159	187	.....	.....	.....	2,427	.....	36	14	22	36	14	22	36	8	14	
Kansas School.	Combined.	Bak. Br. Car. Ck. Dr. Pr. Sh. Ta. Ty.	275	253	136	119	107	107	.....	.....	.....	.....	27	11	16	27	11	16	27	9	6	
Kentucky School.	Combined.	Bak. Bar. Cab. Ck. Dr. Pr. Sh. Ta. Ty.	230	207	96	111	64	64	.....	.....	1,005	.....	27	13	14	27	13	14	27	6	6	
Louisiana Institute.	Combined.	Car. Ga. Pr. Se. Sh. Ta.	424	382	193	159	148	144	4	.....	1,763	.....	38	15	20	38	15	20	38	7	7	
Maine School.	Combined.	Car. Ck. Pr. Se. Sh.	122	120	71	49	57	57	.....	.....	477	.....	14	6	8	14	6	8	14	4	5	
Maryland School.	Combined.	Car. Ck. Dr. Pr. Sh.	106	92	54	38	87	.....	.....	.....	236	.....	14	2	12	14	2	12	14	5	5	
Maryland School for Colored.	Combined.	Cab. Car. Ch. Ck. Dr. Em. Gl. Pa. Pr. Sh. Wc. Wl.	115	104	64	50	67	50	5	.....	657	.....	16	6	10	16	6	10	16	4	5	
Mass. { Clarke School.	Combined.	Bas. Ch. Ck. Dr. Fan. Se. Sh.	40	40	23	17	17	17	.....	.....	151	.....	8	3	5	8	3	5	8	1	3	
Mass. { N. E. Industrial School.	Combined.	Cab. Se. Sl. Wc.	144	144	76	68	144	141	.....	.....	633	.....	23	1	22	23	1	22	23	1	3	
Michigan School.	Combined.	Cab. Car. Dr. Ha. Hd. Ml. Pa. Pr. Sh. Sl. Ta.	24	24	14	10	24	.....	.....	.....	113	.....	6	.....	.....	6	.....	.....	1	2		
Minnesota School.	Combined.	Bak. Bl. Cab. Car. Ck. Dr. Fan. Gl. Ir. Pa. Pr. Se. Sh. Sl. Wc. Wl.	397	351	189	162	242	194	.....	.....	1,681	.....	48	14	34	48	14	34	48	23	9	
Mississippi Institution.	Combined.	Pr. Se. Sh. Sl. Wc. Wl.	326	282	153	129	90	90	.....	.....	1,066	.....	31	14	17	31	14	17	31	8	9	
Missouri School.	Combined.	Art. Cab. Car. Ck. Cl. Dra. Dr. Fan. Fa. Ga. Ho. Ir. Man. Pr. Se. Wc. Wl. Ww. and use of tools.	150	133	63	70	37	37	.....	.....	733	.....	17	5	12	17	5	12	17	3	3	
Montana School.	Combined.	Bak. Bar. Bl. Cab. Car. Ck. Dr. Dra. Ga. Ha. Pr. Se. Sh. Ta. Wc. Wl.	405	346	203	143	96	96	.....	.....	1,826	.....	39	17	22	39	17	22	39	8	9	
Nebraska Institute.	Combined.	Fan. Man. Pr. Se. Ty.	45	41	22	19	29	26	3	.....	82	.....	7	4	3	7	4	3	7	2	3	
Nebraska Institute.	Combined.	Art. Bar. Dr. Fa. Fl. Hor. Man. Pr. Se. Sh. Ty.	219	186	99	87	91	91	1	.....	684	.....	23	11	12	23	11	12	23	7	9	

New Jersey School.	Combined.	Car., Cp., Dr., Em., Hc., Md., Pr., Sh., Sl., Wc.	150	146	88	58	148	41	608	18	7	11	3	8	6	
New Mexico School (a).	Combined.	Art, Bak., Cab., Car., Ch., Dr., Ga., Gl., Hor., Pa., Pr., Ta., Ty., Wc.	503	446	263	183	446	54	1,080	47	19	28	5	26	18	
New York Institution.	Combined.	Art, Bak., Cab., Car., Ch., Dr., Ga., Gl., Hor., Pa., Pr., Ta., Ty., Wc.	119	111	61	57	111	...	826	14	6	8	5	10	3	
Central N. Y. Institution.	Combined.	Art, Bak., Cab., Car., Ch., Dr., Ga., Gl., Hor., Pa., Pr., Ta., Ty., Wc.	196	175	84	91	175	...	633	22	6	16	4	7	9	
Western New York Inst'n.	Manu. Alph.	Ho., Man., Pa., Pr., Se., Sl., Wc.	84	73	41	34	61	46	15	211	23	3	10	...	3	
Northern New York Inst'n.	Combined.	Cab., Car., Dr., Fr., Sh.	247	220	113	107	220	220	948	32	6	26	1	20	9	
Institution for Imp'v'd Ins'n.	Oral.	Cab., Car., Ch., Bas., Dra., Dr., Gl., Pa., Se., Sl., Ta.	185	168	91	67	145	7	805	22	2	20	3	12	6	
Le Contreux St. Mary's Inst'n	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc.	430	390	200	190	390	390	1,331	50	7	43	2	86	14	
St. Joseph's Institute.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	430	390	200	190	390	390	1,331	50	7	43	2	86	14	
Albany Home School (c).	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	430	390	200	190	390	390	1,331	50	7	43	2	86	14	
North Carolina Institution (Kaleigh).	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	430	390	200	190	390	390	1,331	50	7	43	2	86	14	
North Carolina School (Morganton).	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	430	390	200	190	390	390	1,331	50	7	43	2	86	14	
North Dakota School.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	430	390	200	190	390	390	1,331	50	7	43	2	86	14	
Ohio Institution.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	430	390	200	190	390	390	1,331	50	7	43	2	86	14	
Oklahoma Institute.	Manual.	None.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Oregon School.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Penna. Inst'n ... (Oral Dept.).	Oral.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Western Penna. Institution.	Manu. Alph.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Pennsylvania Oral School.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Home for Training in Speech.	Oral.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Rhode Island Institute.	Oral.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
South Carolina Institution.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
South Dakota School (a).	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Tennessee School.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Texas Institute for Colored.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Utah School.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Virginia School.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Washington State School.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
West Virginia School.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
Wisconsin School.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	72	72	30	42	...	...	136	5	1	4	2	...	...	
57 Public Schools.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	11,632	9,986	5,481	4,505	6,840	4,506	90	47,344	1243	447	796	226	660	300
59 Public Day-Schools (b).	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	983	899	481	418	583	787	66	1,092	137	4	123	3	120	11
17 Denonl and Private Schools (c).	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	480	431	192	248	360	215	8	1,827	83	12	71	2	84	17
183 Schools in the United States.	Combined.	Art, Bak., Car., Ch., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	12,534	11,316	6,154	5,163	7,601	5,508	144	51,163	1463	463	990	231	734	398

* See page 190.
† A = number taught wholly or chiefly by the Oral method.
‡ Including the superintendent or principal and the teachers of industries.
(a) For the year 1903.
(b) See page 190.
(c) See page 196.
(d) See page 200.

G = number taught wholly or chiefly by the Articular method.
†† Including those who teach by speech, but not the teachers of industries.
(e) Closed during 1904.
(f) No information received.

* See page 199. † A = number taught speech. B = number taught wholly or chiefly by the Oral method. C = number taught wholly or chiefly by the Auricular method. †† Including the superintendent or principal and the teachers of industries. ‡ Including those who teach speech and those who teach by speech, but not the teachers of industries. (a) For the year 1903. (b) See page 190. (c) See page 196. (d) See page 200. (e) Closed during 1904. (f) No information received.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1904—Continued.
PUBLIC SCHOOLS (NOT INCLUDING DAY-SCHOOLS) IN THE UNITED STATES—Continued.

School.	Vacation.	How Supported.	Value of buildings and grounds.	For support.	Expenditure Last Fiscal Year.	No. vols. in library.
Alabama School.....	June 10 to Sept. 10.....	State.....	\$100,000	\$39,560	\$40,000	500
Arianna Institute.....	Second Wed. in June to first Wed. in Oct.....	State.....	250,000	45,000	.....	460
California School.....	Second Wed. in June to fourth Wed. in August.....	State.....	662,000	63,928	.....	2,700
Colorado Institute.....	First Wed. in June to first Wed. in Sept.....	State.....	250,000	38,000	80,181	2,000
Columbia Institution.....	Fri. before last Wed. June to Thurs. before last Thurs. Sept.....	United States and pay pupils.....	323,000	75,368	80,390	4,700
Connecticut American School.....	Fri. before last Wed. in June to second Wed. in Sept.....	Endowment and N. E. States.....	325,000	50,752	.....	2,000
Connecticut Mystic School.....	Twelve weeks.....	State and tuition fees.....	.....	.....	.....	460
Florida School.....	June 10 to Oct. 1.....	State.....	15,000	12,680	1,237	150
Georgia School.....	Third Wed. in June to second Wed. in Sept.....	State.....	56,600	27,466	11,867	1,300
Illinois School.....	Second Wed. in June to third Wed. in Sept.....	State.....	607,433	125,991	72,821	15,267
Indiana Institution.....	Second Wed. in June to fourth week in Sept.....	State.....	493,438	72,447	8,464	8,464
Iowa School.....	June 30 to Oct. 1.....	State.....	223,000	87,000	60,000	1,500
Kansas School.....	Second Wed. in June to second Wed. in Sept.....	State.....	223,000	61,831	2,500	2,500
Kentucky School.....	Second Wed. in June to second Wed. in Sept.....	State.....	300,000	67,083	600	2,300
Louisiana Institute.....	June 1 to Oct. 1.....	State.....	242,000	21,600	2,000	400
Maine School.....	Middle of June to second Mon. in Sept.....	State.....	283,000	27,000	2,000	600
Maryland Maryland School.....	Third Wed. in June to second Wed. in Sept.....	State.....	30,000	27,151	935	3,435
Maryland School for Colored.....	June 25 to Sept. 10.....	State.....	30,000	75,000	600	400
Maryland { Clarke School.....	Forty weeks after third Mon. in Sept. to third Mon. in Sept.....	Endowment, N. E. States, and pay pupils.....	150,000	60,840	.....	2,700
Mass. { N. E. Industrial School.....	Third Wed. in June to second Tues. in Sept.....	Voluntary contributions and State.....	15,000	5,300	1,000	500
Michigan School.....	Thurs. after June 7 to third Wed. in Sept.....	State.....	538,200	83,367	13,976	4,417
Minnesota School.....	First Wed. in June to second Wed. in Sept.....	State.....	292,151	66,322	25,118	2,858
Mississippi Institution.....	Third Wed. in June to second Mon. in Oct.....	State.....	110,000	29,368	2,882	1,300
Missouri School.....	First Wed. in June to second Wed. in Sept.....	State.....	385,000	71,000	20,000	2,400
Montana School.....	Second Wed. in June to second Wed. in Sept.....	State.....	136,000	21,000	30,000	400
Nebraska Institute.....	Second Wed. in June to third Wed. in Sept.....	State.....	221,000	35,638	2,000	1,600
New Jersey School.....	June 16 to Sept. 10.....	State.....	150,000	40,000	5,000	3,000

New Mexico School [†]	Second Tuesday in June to third Wed. in Sept.	State, counties, and pay pupils.	462,854	131,665	107,080	11,270
New York Institution	Second week in June to third Wed. in Sept.	State and counties.	130,000	35,513	780	8,860
Central N. Y. Institution	Forty-two weeks after first Mon. in Sept. to first Mon. in Sept.	State, counties, and pay pupils.	200,000	49,875		8,860
Western N. Y. Institution	Second Wed. in June to second Wed. in Sept.	State and counties.	116,500	24,227		827
N. Y.	Third Wed. in June to first Wed. in Sept.	State, counties, and pay pupils.	211,355			1,000
Institution for Imp'v'd Ins'n	Wed. before last week in June to first Mon. in Sept.	State, counties, and pay pupils.	212,000	41,925		840
Le Conte's St. Mary's Inst.	Last Fri. in June to second Mon. in Sept.	State, counties, and pay pupils.	800,000	144,602	2,926	2,525
St. Joseph's Institution						
Albany Home School [†]						
N. C. Institution (Baldigh) [†]	Second Wed. in June to second Wed. in Sept.	State	60,000	20,000		1,050
N. C. School (Morganton)	Second Wed. in June to second Wed. in Sept.	State	225,000	42,500	6,000	2,000
North Dakota School	Second Wed. in June to second Wed. in Sept.	State	80,000	20,168	13,369	680
Ohio Institution	Second Wed. in June to second Wed. in Sept.	State	650,000	114,000		2,792
Oklahoma Institution	July and August	Territory				
Oregon School	June 1 to Sept. 20	State	43,870	17,121		250
Penna. Institution	Last Wed. in June to second Wed. in Sept.	State	1,000,000	137,847	4,819	7,200
Western Penna. Institution	Last Wed. in June to first Wed. in Sept.	State and voluntary contributions	607,573	55,732	18,838	2,241
Pa.	June 20 to Sept. 1	State	149,500	24,128		180
House for Training in Speech	None	State and pay pupils.	65,000	19,229		756
Rhode Island Institute	Third Fri. in June to second Mon. in Sept.	State	92,000	20,000		500
South Carolina Institution [†]	Last Wed. in June to first Wed. in Oct.	State and pay pupils.	97,500		2,500	1,100
South Carolina School [†]	Second Wed. in June to second Wed. in Sept.	State	200,000	39,500		1,000
Tennessee School	Third Wed. in June to third Wed. in Sept.	State	400,000	28,548	16,098	2,650
Texas School	June 15 to September 15	State	80,000	5,505		83
Texas Institute for Colored [†]	First Wed. in June to first Wed. in Sept.	State and pay pupils.	200,000	34,000	4,000	2,000
Utah School [†]	Second Wed. in June to third Wed. in Sept.	State	200,000	31,000		508
Virginia School [†]	First Wed. in June to first Wed. in Sept.	State	107,088			600
Washington State School [†]	Thurs. after last Wed. in May to last Wed. in Aug.	State				600
West Virginia School [†]	Forty weeks after second Wed. in Sept. to second Wed. in Sept.	State	160,000	44,000	3,750	600
Wisconsin School	Second Wed. in June to second Wed. in Sept.	State	125,000	48,000	7,000	3,000

* Contains a department for the blind also, the expenses of which are included in the statement of expenditures. † For the year 1903. ‡ Closed during 1904.

57 Public Schools.
59 Public Day-Schools. (See page 192.)
17 Denominational and Private
Schools. (See page 196.)
133 Schools in the United States.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1904—Continued
B.—PUBLIC DAY-SCHOOLS IN THE UNITED STATES.

School.	Location.	Date of opening	Chief Executive Officer.
California.....	Fresno Day-School for the Deaf.....	1904	Miss Maud N. Applegate, Teacher.
	Los Angeles Day-School for the Deaf.....	1899	Miss Mary E. Bennett, Teacher.
	Oakland Oral Class for the Deaf.....	1898	Miss Charlotte Louise Morgan, Prin.
	Sacramento Day-School for the Deaf.....	1901	Miss H. H. Bay Kriba, Principal.
	San Francisco Day-School for the Deaf.....	1901	Mrs Jennie Bright Holden, Principal.
	Aurora Day School for the Deaf.....	1903	Miss Maggie Neal Proctor, Teacher.
	P. D. Armour Public Day-School for the Deaf.....	1898	
	Burr Public Day-School for the Deaf.....	1902	
	Clarke Public Day-School for the Deaf.....	1898	
	Darwin Public Day-School for the Deaf.....	1875	
Illinois.....	Dore Public Day-School for the Deaf.....	1902	Miss Mary McOwen, Sup'g Principal.
	Chicago (c).		
	Hammond Public Day-School for the Deaf.....	1896	
	Kozminski Public Day-School for the Deaf.....	1902	
	Ogden Public Day-School for the Deaf.....	1896	
	Seward Public Day-School for the Deaf.....	1897	
	Yale Public Day-School for the Deaf.....	1896	
	Derinda Centre School for the Deaf.....	1899	Miss Lena B. McNamar, Teacher.
	Elgin Day-School for the Deaf (b).....	1905	Miss Elizabeth Stephenson, Teacher.
	Rock Island Day-School for the Deaf.....	1901	Miss Meta C. Wittig, Teacher.
Massachusetts.....	Rockford School for the Deaf.....	1901	Mrs. Sara Small Temple, Teacher.
	Stratford Day-School for the Deaf.....	1898	Miss Helen H. Owen, Teacher.
	Horace Mann School for the Deaf.....	1899	Miss Sarah Fuller, Principal.
	Bay City Day-School for the Deaf.....	1901	Miss Martha M. Hill, Teacher.
	Calumet Day-School for the Deaf.....	1902	Miss Gertrude Van Adestine, Principal.
	Detroit Day-School for the Deaf.....	1899	Mrs. Lou Sigler, Principal.
	Isipeming Day-School for the Deaf.....	1894	Miss Elizabeth Van Adestine, Principal.
	Grand Rapids Day-School for the Deaf.....	1899	Mrs. Katherine Fritz, Teacher.
	Jackson Day-School for the Deaf.....	1903	Miss Katherine A. Coleman, Teacher.
	Kalamazoo Day-School for the Deaf.....	1904	Miss Alice Jenkins, Principal.
Michigan.....	Manistee Day-School for the Deaf.....	1904	Miss Harriet I. Sanford, Teacher.
	Menominee Day-School for the Deaf.....	1900	Miss Mary Daniel Cason, Teacher.
	Muskegon Day-School for the Deaf.....	1900	Miss Jessie Bamford, Teacher.
	Saginaw Day-School for the Deaf.....	1901	Miss Etta E. MacFarlane, Teacher.
	Traverse City Day-School for the Deaf.....	1904	Miss Caroline Shaw, Teacher.

State	School	Year	Teacher
Maine	Galludet School	1878	Jas. H. Cloud, M. A., Principal.
	Ashabula Day-School for the Deaf	1903	Mrs. Rosa Keeler, Teacher.
	Canton Department for the Deaf	1902	Mrs. Katherine Mose Bunley, Teacher.
	Cincinnati Public School for the Deaf	1876	Miss Caroline Fennelbeck, Principal.
	Oral School of Cincinnati	1886	Miss Virginia A. Osborn, Principal.
	Cleveland Day-School for the Deaf	1892	Miss Katharine E. Barry, Superg' Prin.
	Dayton School for the Deaf	1899	Miss Nannie C. Kennedy, Teacher.
	Elyria School for the Deaf	1896	Miss Harriette A. Maxted, Teacher.
	Appleton Day-School for the Deaf	1896	Miss Hannah I. Gardner, Principal.
	Ashland Day-School for the Deaf	1898	Miss Alice V. Robie, Principal.
Ohio	Black River Falls School for the Deaf	1897	Miss Blanche E. Argyle, Principal.
	Eau Claire Day-School for the Deaf	1896	Miss Jennie C. Smith, Principal.
	Fond du Lac Day-School for the Deaf	1895	Miss Anna Sullivan, Principal.
	Green Bay Day-School for the Deaf	1897	Miss M. Stella Fiskley, Teacher.
	La Crosse Day-School for the Deaf	1899	Miss Mabel Hibbard, Principal.
	Marquette Day-School for the Deaf	1895	Miss Frances Wettstein, Principal.
	Millwaukee Day-School for the Deaf	1895	Mrs. Elizabeth H. Irish, B. A., Teacher.
	Nellville Day-School for the Deaf	1898	Miss Anna Nugent, Principal.
	Oskosh Day-School for the Deaf	1900	Miss Katharine Grimes, Teacher.
	Sheboygan Day-School for the Deaf	1904	Miss Etta M. Golden, Principal.
Wisconsin	Sparta Day-School for the Deaf	1899	Miss Charlotte Sherman, Principal.
	Superior Day-School for the Deaf	1897	Miss Della C. Page, Principal.
	Wausau Day-School for the Deaf	1890	Miss Margaret Hurley, Principal.
	Wausau Day-School for the Deaf	1890	Miss Margaret Hurley, Principal.
	Wausau Day-School for the Deaf	1890	Miss Margaret Hurley, Principal.
	Wausau Day-School for the Deaf	1890	Miss Margaret Hurley, Principal.
	Wausau Day-School for the Deaf	1890	Miss Margaret Hurley, Principal.
	Wausau Day-School for the Deaf	1890	Miss Margaret Hurley, Principal.
	Wausau Day-School for the Deaf	1890	Miss Margaret Hurley, Principal.
	Wausau Day-School for the Deaf	1890	Miss Margaret Hurley, Principal.

(a) The first Public Day-School for the Deaf in Chicago was opened in 1876 in a rented building on Van Buren Street.

(b) Opened in 1903. (c) 3435 Henrietta Street.

(d) Cor. Seventh and Prairie Streets. (e) 1344 Willson Avenue.

(f) Wilkins School, Porter Street. (g) Lafayette School, 17th and West Streets.

(h) Lincoln School, 7th and 22d Street.

(i) Grove Street, between Polk and Larkin.

1899 Public Day-Schools in the United States.

59 Public Day-Schools in the United States.

(a) The first Public Day-School for the Deaf in Chicago was opened in 1875 in a rented building on Van Buren Street. (b) Opened in 1905. (c) 8435 Henrietta Street.
(d) Cor. Seventh and Prairie Streets. (e) 1384 Wilcox Avenue. (f) Wilkins School, Porter Street. (g) Lafayette School, 17th and West Streets.
(h) Lincoln School, 7th Ave. and 22d Street. (i) Grove Street, between Polk and Larkin.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1904—Continued.
PUBLIC DAY-SCHOOLS IN THE UNITED STATES—Continued.

School.	Methods of In- struction.	Industries Taught. (a)	NUMBER OF PUPILS.						PRESENT NUMBER OF INSTRUCTORS.								
			PRESENT NOV. 10, 1904.			Total have re- ceived in- struction.	Total.	Male.	Female.	Total.	Male.	Female.	Total.				
			Total.	Male.	Female.									Taught Speech.			
														A.†	B.†	C.†	
California.....	Fresno School.....	Oral.....	Sewing.....	6	6	2	4	6	6	6	6	6	6	6	1	1	1
	Los Angeles School.....	Oral.....	Bas., Ga., Ho., SI.....	18	16	10	6	16	13	3	30	3	3	3	3	1	1
	Oakland School.....	Oral.....	Sewing.....	14	10	5	5	10	10	10	1	1	1	1	1	1	1
	Sacramento School.....	Oral.....	Man., Ww.....	8	8	2	6	8	7	1	8	8	8	8	1	1	1
	San Francisco School.....	Oral.....	Man., Ww.....	40	34	14	20	34	34	42	3	3	3	3	1	1	1
	Aurora School.....	Oral.....	Man., Ww.....	6	6	3	3	6	6	6	7	7	7	7	1	1	1
	P. D. Armour School.....	Oral.....	Man., Ww.....	13	13	11	2	13	13	13	1	1	1	1	1	1	1
	Burr School.....	Oral.....	Man., Ww.....	18	17	13	4	17	17	17	1	1	1	1	1	1	1
	Clarke School.....	Oral.....	Man., Ww.....	10	10	7	3	10	10	10	1	1	1	1	1	1	1
	Darwin School.....	Oral.....	Man., Ww.....	27	26	17	9	26	23	3	1	1	1	1	1	1	1
Chicago.....	Dore School.....	Oral.....	Man., Ww.....	14	10	5	5	10	10	10	1	1	1	1	1	1	1
	Froebel School.....	Oral.....	Man., Ww.....	10	8	1	7	8	8	8	1	1	1	1	1	1	1
	Hammond School.....	Oral.....	Man., Ww.....	14	12	8	4	12	12	12	1	1	1	1	1	1	1
	Kozminski School.....	Oral.....	Man., Ww.....	23	21	11	10	10	10	10	1	1	1	1	1	1	1
	Ogden School.....	Oral.....	Man., Ww.....	9	8	5	3	8	8	8	1	1	1	1	1	1	1
	Seward School.....	Oral.....	Man., Ww.....	50	48	28	20	48	48	48	1	1	1	1	1	1	1
	Yale School.....	Oral.....	Man., Ww.....	3	3	1	2	3	3	3	1	1	1	1	1	1	1
	Devinda Centre School.....	Comb. ned.	Man., Ww.....	8	8	3	3	6	6	6	3	3	3	3	1	1	1
	Elgin School.....	Oral.....	Man., Ww.....	8	6	4	2	6	6	6	1	1	1	1	1	1	1
	Rock Island School.....	Oral.....	Man., Ww.....	8	5	3	3	5	4	1	9	3	3	3	1	1	1
Massachusetts.....	Rockford School.....	Oral.....	Man., Ww.....	5	5	3	2	5	5	5	1	1	1	1	1	1	1
	Streator School.....	Oral.....	Man., Ww.....	156	139	69	70	139	139	605	17	17	17	17	15	15	15
	Horace Mann School.....	Oral.....	Art. Ck., Cl., Con., Se., SI.....	8	8	5	3	8	8	8	1	1	1	1	1	1	1
	Day City School.....	Oral.....	Se., Ww.....	8	7	4	3	7	7	10	1	1	1	1	1	1	1
	Calumet School.....	Oral.....	Bas., Dr., Se., Car., Man.....	9	9	5	4	9	9	11	4	4	4	4	3	3	3
	Detroit School.....	Oral.....	Art., Bas. Ck., Con., MI., Man., Py. Se., SI.....	46	45	19	26	45	45	79	10	1	1	1	9	7	3
	Grand Rapids School.....	Oral.....	Se., SI.....	22	23	10	13	23	23	23	4	4	4	4	4	4	4
	Isipeming School.....	Oral.....	Ck., Ra., Se., SI.....	6	5	3	2	5	5	5	5	5	5	5	5	5	5
	Jackson School.....	Oral.....	Drawing.....	8	8	4	4	8	8	8	8	8	8	8	8	8	8
	Michigan.....	Day City School.....	Oral.....	Man., Ww.....	8	8	5	3	8	8	8	1	1	1	1	1	1	1
Calumet School.....		Oral.....	Man., Ww.....	8	8	5	3	8	8	8	1	1	1	1	1	1	1
Detroit School.....		Oral.....	Man., Ww.....	8	8	5	3	8	8	8	1	1	1	1	1	1	1
Grand Rapids School.....		Oral.....	Man., Ww.....	22	23	10	13	23	23	23	4	4	4	4	4	4	4
Isipeming School.....		Oral.....	Man., Ww.....	8	8	5	3	8	8	8	1	1	1	1	1	1	1
Jackson School.....		Oral.....	Man., Ww.....	8	8	5	3	8	8	8	1	1	1	1	1	1	1
Day City School.....		Oral.....	Man., Ww.....	8	8	5	3	8	8	8	1	1	1	1	1	1	1
Calumet School.....		Oral.....	Man., Ww.....	8	8	5	3	8	8	8	1	1	1	1	1	1	1
Detroit School.....		Oral.....	Man., Ww.....	8	8	5	3	8	8	8	1	1	1	1	1	1	1
Grand Rapids School.....		Oral.....	Man., Ww.....	22	23	10	13	23	23	23	4	4	4	4	4	4	4

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1904—Continued.
PUBLIC DAY-SCHOOLS IN THE UNITED STATES—Continued.

School.	Vacation.	How Supported.
California		
Fresno School.....	June 15 to September 1	City.
Los Angeles School.....	July and August.	City and private subscription.
Oakland School.....	Last Friday in June to first week in September	State and County.
Sacramento School.....	July 1 to August 1	State and City.
San Francisco School.....	June, July, August.	City.
Aurora School.....		
Arnour School.....		
Burr School.....		
Clarke School.....		
Darwin School.....		
Pore School.....		
Frederick School.....		
Hammond School.....		
Kozminski School.....		
Ogden School.....		
Seward School.....		
Yale School.....		
Chicago	July and August.	State and Cities.
Illinois		
Derinda Centre School.....	June 1 to September 1	
Eglin School.....	June 6 to September 14	
Rock Island School.....	Last Friday in June to first Monday in September	
Rockford School.....	June 7, August.	
Stratford School.....	Last Tuesday in June to first Wednesday in September	
Hiram Mann School.....	June 17 to September 11	State and C. ty.
Calumet School.....	Ten weeks from June 18	
Detroit School.....	Twelve weeks from June 21	
Grand Rapids School.....	Begin June 14	
Jackson School.....	Ten weeks from June 23	
Kalamazoo School.....	June 17 to September 12	
Manistee School.....	July and August.	
Nemadji School.....	Begin June 22	
Muskegon School.....	Begin June 22	
Saginaw School.....	July and August	
Traverse City School.....	July and August.	State and Cities.
Massachusetts		
Boston City School.....		
Cambridge School.....		
Fall River School.....		
Hingham School.....		
Marblehead School.....		
New Bedford School.....		
Plymouth School.....		
Quincy School.....		
Taunton School.....		
Wareham School.....		
Weymouth School.....		
Worcester School.....		
Michigan		
Ann Arbor School.....		
East Lansing School.....		
Farmington School.....		
Grand Rapids School.....		
Holland School.....		
Jackson School.....		
Kalamazoo School.....		
Lansing School.....		
Livonia School.....		
Marquette School.....		
Muskegon School.....		
Saginaw School.....		
Traverse City School.....		

Missouri.....	Gallaudet School.....	Second Friday in June to first Monday in September.....	City.
	Antebula School.....	June 15 to September 15.....	
	Canton School.....	June 23 to September 15.....	
Ohio.....	Cincinnati Public School.....	June 23 to second Monday in Sept.....	Offices.
	Cincinnati Oral School.....	June 20 to September 8.....	
	Cleveland School.....	June 15 to September 15.....	
	Dayton School.....	June 8 to September 11.....	
	Elyria School.....	June 24 to first Monday in September.....	
	Appleton School.....	June 18 to first Monday in September.....	
	Ashtland School.....	June, July, August.....	
	Black River Falls School.....	June 4 to first Monday in September.....	
	Eau Claire School.....	June, July, August.....	
	Fond du Lac School.....	June, July, August.....	
	Green Bay School.....	June 25 to September 1.....	
	La Crosse School.....	Twelve weeks from June 24.....	
	Marquette School.....	Last Friday in June to first Monday in September.....	State and Cities.
Wisconsin.....	Milwaukee School.....	June 4 to September 1.....	
	Nellville School.....	June 24 to September 1.....	
	Oshkosh School.....	June 24 to September 1.....	
	Racine School.....	May 25 to September 1.....	
	Rhineland School.....	June 18 to September 1.....	
	Sheboygan School.....	June 4 to September 1.....	
	Sparta School.....	June 12 to first Monday in September.....	
	Superior School.....	June, July, August.....	
	Wausau Oral School.....		

89 Public Day-Schools in the United States.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1904—Continued.

C.—DENOMINATIONAL AND PRIVATE SCHOOLS IN THE UNITED STATES.

School.	Location.	Date of Opening.	Chief Executive Officer.
California	St. Joseph's School for the Deaf.....	1895	Sister M. Valeria, Principal.
Illinois	Epiphany School for the Deaf.....	1894	Miss Margaret Congrove, Sp. and Prin.
	The McCowan School for Young Deaf Children.....	1893	Miss Cornelia D. Bingham, Principal.
Louisiana	Deaf-Mute Institute of the Holy Rosary (d).....	1890	.....
Maryland	F. Knapp's Institute.....	1877	Rev. Mother M. Joseph Hartwell, Supr.
Massachusetts	St. Francis Institute School for the Deaf.....	1897	Thomas Magennis, Superintendent.
	The South School for the Deaf.....	1899	Miss Maryanna, Principal.
Michigan	The South Fuller Home for Little Deaf Children.....	1898	Rev. William Gleason, B. A., Supr.
	Evangelical Lutheran Deaf-Mute Institute.....	1873	Sister M. Adela, Principal.
Minnesota	St. Joseph's Institute for the Deaf.....	1893	Sister Mary Sue, Directress.
	St. Joseph's School for Children with Defective Hearing.....	1901	Mrs. A. Reno Margulies, Principal.
New York	Washington Heights School for Children with Defective Hearing.....	1901	Mrs. J. Scott Anderson, Principal.
	The Wright Opt. School.....	1891	John Dutton Wright, M. A., Principal.
Ohio	Notre Dame School for the Deaf.....	1890	Sister Mary of the Sacred Heart, Prin.
	Miss Willhoyte's Day-School for the Training in Speech of Deaf Children before they are of School Age.....	1902	Miss F. L. Willhoyte, Teacher.
Wisconsin	St. John's Institute for Deaf-Mutes.....	1876	Rev. M. M. Gerend, President.
17 Denominational and Private Schools in the United States.			

(a) 847 St. Nicholas Avenue.

(b) 1 and 2 Mt. Morris Park.

(c) Sixth Street, between Sycamore and Broadway.

(d) No information received.

School.	Methods of Instruction.*	Industries Taught. (b)	NUMBER OF PUPILS.					PRESENT NUMBER OF INSTRUCTORS.				
			With- in Year.	PRESENT NOV. 10, 1904.			Total received in instruction.	PRESENT NOV. 10, 1904.			Total received in instruction.	Industrial + Artistic + Deaf.
				Total.	Male.	Female.		A.†	B.†	C.†		
Cal.....	St. Joseph's School.....	Combined.....	42	42	18	24	63	38	10	2	4	2
Ill.....	Epiphany School.....	Cl., Dr., En., Wc.....	59	59	50	9	3.3	50	9	...	8	2
La.....	The McCowan Oral School.....	Oral.....	42	26	17	9	...	26	...	...	8	1
Md.....	Institute of the Holy Rosary (a).....	...	...	...	...	...	...	...	...	...	...	...
	St. Francis Xavier's School.....	Combined.....	28	24	6	22	...	28	...	...	5	1
Mass.....	Boston School.....	Oral.....	49	61	24	37	...	61	...	...	11	8
	Sarah Fuller House.....	Oral.....	21	9	6	3	...	9	...	...	2	2
Mich.....	Evangelical Lutheran Institute.....	Combined.....	34	31	21	10	...	27	27	...	4	1
Mo.....	Marion Conall School.....	Combined.....	37	37	37	...	...	25	...	...	400	4
	St. Joseph's Institute.....	Combined.....	22	20	20	...	...	17	...	...	66	4
N. Y.....	Reno Margulies School.....	Oral and Aural.....	10	8	8	...	...	8	8	...	10	4
	Washington Heights School.....	do.....	19	6	4	2	...	6	3	3	22	5
Ohio.....	The Wright Oral School.....	Oral.....	27	21	13	8	...	21	21	...	91	7
	Notre Dame School.....	Combined.....	19	21	9	13	...	19	14	3	...	3
Wis.....	Wm. Willhoite's School.....	Oral.....	2	2	1	1	...	2	2	...	2	1
	St. John's Institute.....	Combined.....	79	63	45	23	...	32	32	...	421	13
17 Denom. and Private Schools.....	.....	.....	489	431	192	239	363	215	8	...	83	12
												71
												3
												54
												17

* See page 199. † A = number taught speech. B = number taught wholly or chiefly by the Oral method. C = number taught wholly or chiefly by the Aural method. †† Including the principal and the teachers of industries. † Including those who teach speech and those who teach by speech, but not the teachers of industries. (a) No information received. (b) See page 200.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1904—Continued.
DENOMINATIONAL AND PRIVATE SCHOOLS IN THE UNITED STATES—Continued.

School.	Vacation.	How Supported.
California.....	Two months.....	Industry of sisters and tuition fees.
{ Ephraeta School.....	Last Friday in June to first Monday in September.....	Tuition fees and voluntary subscriptions.
Illinois.....	None.....	Tuition fees and voluntary contributions.
Louisiana.....	Two months.....	Voluntary contributions.
{ Mr. Knapp's Institute.....	Third Wednesday in June to second Wednesday in September.....	Corporation funds.
{ St. Francis Xavier's School.....	Six weeks ending Wednesday following Labor Day.....	Private subscription.
Massachusetts.....	Last Wednesday in June to first Wednesday in September.....	Tuition fees and Lutheran Congregations.
Michigan.....	Last week of June to first week of September.....	Tuition fees and voluntary contributions.
{ Evangelical Lutheran Inst'te.....	June 30 to September 1.....	Voluntary contributions and tuition fees.
Missouri.....	None.....	Tuition fees.
{ St. Joseph's Institute.....	June 15 to September 15.....	Tuition fees.
{ Reno Margulies School.....	None.....	Tuition fees.
New York.....	June 7 to October 1.....	Tuition fees.
{ Washington Heights School.....	10th of June to first week in September.....	Mr. and Mrs. G. W. Salts.
{ The Wright Oral School.....	July and August.....	Voluntary contributions and tuition fees.
Ohio.....	End of June to first week in September.....	
{ Notre Dame School.....		
{ Miss Withroy's School.....		
Wisconsin.....		
{ St. John's Institute.....		
17 Denominational and Private Schools.		

* No information received.

† Summer School at No 12 Mt Zion Way, Ocean Grove, N. J., from June 1 to October 1.

C.—SCHOOLS IN CANADA.

School.	Location.	Date of opening.	Chief Executive Officer.
Manitoba Institution for the Deaf and Dumb	Winnipeg, Manitoba.	1888	D. W. McDermid, Principal.
New Brunswick School for the Deaf	St. John, N. B.	1893	William J. Stewart, Principal.
Nova Scotia—Halifax Institution for the Deaf	Halifax, N. S.	1897	Anna Pearson, Principal.
Ontario Institution for the Deaf and Dumb	Windsor, Ont.	1897	Robert M. Gibson, M. A., Sup't and Prin.
Catholic Inst'n for Male Deaf Mutes for the Prov. of Quebec	Montreal, P. Q.	1848	Rev. M. Gauthier, C. S. V., Director.
Catholic Female Deaf and Dumb Institution	Montreal, P. Q. (385 St. Denis St.)	1881	Rev. Sister Philippe de Jésus, Superior.
Mackay Institution for Protestant Deaf-Mutes and the Blind	Montreal, P. Q. (c)	1870	Mrs. Harriet E. Ashcroft, Superintendent.
7 Schools in Canada.			

School.	Methods of Instruction.*	Industries Taught. (b)	Within the last Fiscal Year.	NUMBER OF PUPILS.				PRESENT NUMBER OF INSTRUCTORS.			
				PRESENT NOV. 10, 1904.							
				Total.	Male.	Female.	Taught Speech.†	Total have received instruction.	Total.††	Male.††	Female.††
							A.† B.† C.†				
Manitoba Institution	Combined	Car., Co., Dr., Pa., Pr., Sc., We	86	74	42	32	.....	187	9	4	5
New Brunswick School (c)	do	Dr., Nw.	33	33	17	16	23 14	53	4	2	1
Nova Scotia—Halifax Institution	do	Dr., Man, Pr., Sh., Ta	117	93	46	49	72 72	821	13	8	5
Ontario Institution	do	Bar., Car., Do., Dr., Man., Pr., Sh., Sl., Ta.	271	225	111	114	57	1,316	35	14	11
Cath. Inst (Male) { Oral Dep	Oral	Bas., Bl., Bo., Cab., Car., Fa., Ga., Pa., Pr., Sh., Ta., Wt.	56	55	55	55	55	935	30	30	.....
{ Man do	Manual		47	47	47	.....	.....	.....	.....	.....	.....
Quebec { Cath. Inst (Fem) { Oral Dep	Oral	Art., Em., Ho., Kn., Sc., Wea	100	97	97	97	97	992	16	16	13
{ Man do	Combined	Cab., Car., Dr., Sh., We	46	40	40	40	5 5	7	7	7	7
Mackay Institution	Combined		70	65	36	30	50 31 19	.....	9	2	7
7 Schools in Canada			824	732	354	378	361	274 19 3,954	113	60	53

* See page 192.

† A = number taught wholly or chiefly by the Auricular method.

†† Including the principal and the teachers of industries.

(a) Notre Dame de Grace.

(b) See page 200.

(c) For the year 1903.

B = number taught wholly or chiefly by the Oral method.

C = number taught wholly or chiefly by the

Auricular method.

† Including those who teach speech and those who teach by speech, but not the

teachers of industries.

(a) See page 200.

(b) For the year 1903.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1924—Continued.
SCHOOLS IN CANADA—Continued.

School.	Vacation.	How Supported.	Value of buildings and grounds.	EXPENDITURE LAST FISCAL YEAR.		No. volumes in library.
				For support.	For buildings and grounds.	
Manitoba Institution	Second Wed. in June to second Wed. in Sept.	Province	\$100,000	\$17,048		500
New Brunswick School	Last week in June to first week in Sept.	Province and voluntary contributions				
Nova Scotia—Halifax Institution	Third Wed. in June to second Wed. in Sept.	Province and voluntary contributions		20,872	\$768	820
Ontario Institution	Third Wed. in June to first Wed. in Sept.	Province	285,000	50,860	2,530	2,860
Quebec { Catholic Inst'n (Male)	July 1st to Sept. 1st.	Province, pupils, and vol. contributions				2,300
{ Catholic Inst'n (Female)	Third Wed. in June to second Wed. in Sept.	Province and voluntary contributions				8,260
{ Mackay Institution		Province, pupils, and vol. contributions	60,000	13,386	604	1,000
† Schools in Canada.						

METHODS OF INSTRUCTION IN AMERICAN SCHOOLS FOR THE DEAF.

The "Methods of Instruction" named in the preceding Tabular Statement may be defined as follows:

I. *The Manual Method.*—Signs, the manual alphabet, and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are mental development and facility in the comprehension and use of written language. The degree of relative importance given to these three means varies in different schools; but it is a difference only in degree, and the end aimed at is the same in all.

II. *The Manual Alphabet Method.*—The manual alphabet and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are mental development and facility in the comprehension and use of written language. Speech and speech-reading are taught to all of the pupils in one of the schools (the Western New York Institution) recorded as following this method.

III. *The Oral Method.*—Speech and speech-reading, together with writing, are made the chief means of instruction, and facility in speech and speech-reading, as well as mental development and written language, is aimed at. There is a difference in different schools in the extent to which the use of natural signs is allowed in the early part of the course, and also in the prominence given to writing as an auxiliary to speech and speech-reading in the course of instruction; but they are differences only in degree, and the end aimed at is the same in all.

IV. *The Auricular Method.*—The hearing of semi-deaf pupils is utilized and developed to the greatest possible extent, and, with or without the aid of artificial appliances, their education is carried on chiefly through the use of speech and hearing, together with writing. The aim of the method is to graduate its pupils as hard-of-hearing speaking people instead of deaf-mutes.

V. *The Combined System.*—Speech and speech-reading are regarded as very important, but mental development and the acquisition of language are regarded as still more important. It is believed that in many cases mental development and the acquisition of language can be best promoted by the Manual or the Manual Alphabet method, and, so far as circumstances permit, such method is chosen for each pupil as seems best adapted for his individual case. Speech and speech-reading are taught where the measure of success seems likely to justify the labor expended, and in most of the schools some of the pupils are taught wholly or chiefly by the Oral method or by the Auricular method.

INDUSTRIES TAUGHT IN AMERICAN SCHOOLS FOR THE DEAF.

The "Industries Taught" in American Schools for the Deaf, mostly designated by abbreviations in the preceding Tabular Statement, are: Art, Baking (Bak.), Barbering (Bar.), Basket-making (Bas.), Blacksmithing (Bl.), Bookbinding (Bo.), Bricklaying (Bk.), Broom-making (Br.), Cabinet-making (Cab.), Calcimining (Cal.), Carpentry (Car.), Chalk-engraving (Ce.), Cementing (Cg.), Chair-making (Ch.), China painting (Cp.), Construction work (Con.), Cooking (Ck.), Clay-modeling (Cl.), Coopers (Co.), Domestic science (Do.), Drawing (Dra.), Dress-making (Dr.), Electricity (El.), Embroidery (Em.), Engineering (En.), Fancy-work (Fan.), Farming (Fa.), Floriculture (Fl.), Gardening (Ga.), Glazing (Gl.), Harness-making (Ha.), House decoration (Hd.), Half-tone engraving (He.), Housework (Ho.), Horticulture (Hor.), Ironing (Ir.), Knitting (Kn.), Lace-making (La.), Manual training (Man.), Mattress-making (Ma.), Millinery (Mi.), Needlework (Nw.), Painting (Pa.), Paper-hanging (Pap.), Plastering (Pl.), Plate-engraving (Pe.), Photography (Ph.), Printing (Pr.), Pyrography (Py.), Raffia (Ra.), Sewing (Se.), Shoemaking (Sh.), Sign-painting (Si.), Sloyd (Sl.), Stone-laying (St.), Tailoring (Ta.), Tin-work (Tin.), Typewriting (Ty.), Venetian Iron Work (Ven.), Weaving (Wea.), Wood-carving (We.), Wood-engraving (We.), Wood-turning (Wt.), Wood-working (Ww.), Working in Iron (Wi.), and the use of tools.

AMERICAN INSTRUCTORS OF THE DEAF, NOVEMBER 10, 1904.*

Acheson, Herbert H., M. A. (advanced department, history and geography), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Adams, Albert F., M. A. (gymnastics), Gallaudet College, Washington.
Adams, Ida H. (reading), Horace Mann School, Boston, Mass.
Adams, Mabel E. (language), Horace Mann School, Boston, Mass.
Adams, Mary B. (language and arithmetic), Horace Mann School, Boston, Mass.
Adams, Nellie E., Georgia School, Cave Spring, Ga.
Adele, Sister M. (Principal), Mater Consilii School, St. Louis, Mo.

* Some changes that have occurred since November 10, 1904, are included in this list. Corrections of any errors or omissions will be thankfully received by the editor of the *Annals*.

- Adeline, Sister M., St. Joseph's Institute, South St. Louis, Mo.
Adrian, Sister Mary, Boston School, Randolph, Mass.
Aglée, Sister (sewing), Female Institution, Montreal, P. Q.
Agnes, Sister M., Le Couteux St. Mary's Institution, Buffalo, N. Y.
Ahnefeldt, Elizabeth, Grand Rapids School, Grand Rapids, Mich.
Aimée de la Providence, Sister (weaving), Female Institution, Montreal, P. Q.
Akins, Anna M., Detroit School, Detroit, Mich.
Albertine, Sister (oral), Female Institution, Montreal, P. Q.
Alcorn, Alice M. (oral), Iowa School, Council Bluffs, Iowa.
Alcorn, Larry M. W., Chicago Schools, Chicago, Ill.
Alda, Sister (art), Female Institution, Montreal, P. Q.
Aldrich, Sarah (sloyd), Rhode Island School, Providence, R. I.
Allabough, Brewster R., B. A. (manual), Western Pennsylvania Institution, Edgewood Park, Pa.
Allen, Mrs. Emma C. (sewing), Colorado School, Colorado Springs.
Allen, Henrietta E. (oral), Iowa School, Council Bluffs, Iowa.
Allen, Mary, American School, Hartford, Conn.
Allison, Isaac, E. E. (carpentry), Kendall School; (engineering), Galaudet College, Washington, D. C.
Alspach, Lulu Evelyn (primary), Ohio Institution, Columbus, Ohio.
Ames, Elizabeth, St. Joseph's Institute, Fordham, N. Y.
Anderson, Bessie, Albany Home School, Albany, N. Y.
Anderson, Miss B. C. (oral), South Carolina Institution, Cedar Spring.
Anderson, Eva M., Maine School, Portland, Maine.
Anderson, G. Walfrid (printing), Kansas School, Olathe, Kansas.
Anderson, J. A. (carpentry), Iowa School, Council Bluffs, Iowa.
Anderson, Mrs. J. Scott (Principal), Washington Heights School, N. Y.
Anderson, Selma E. (art), Illinois School, Jacksonville, Ill.
Andrews, Cordelia, Chicago Day-Schools, Chicago, Ill.
Andrews, Georgia E. (oral), Michigan School, Flint, Mich.
Andrews, Harriet E. (speech), Western New York Institution, Rochester, New York.
Andrews, Helen B. (kindergarten oral), New York Institution, Washington Heights, New York, N. Y.
Angélique-Marie, Sister (oral), Female Institution, Montreal, P. Q.
Annunciata, Sister Mary, Boston School, Randolph, Mass.
Apgear, Harry (house painting), Ohio Institution, Columbus, O.
Applegarth, Maud N., Fresno School, Fresno, Cal.
Appleton, D. C. (gardening), Arkansas Institute, Little Rock, Ark.
Applewhite, Alice, Tennessee School, Knoxville, Tenn.
Arbaugh, Laura L. (oral), Iowa School, Council Bluffs, Iowa.
Arbaugh, Nellie (primary oral), Ohio Institution, Columbus, O.
Archer, Mrs. Janette V. (oral), Indiana Institution, Indianapolis, Ind.
Archer, Tunis V., M. A. (Supervising Teacher, oral work), Indiana Institution, Indianapolis, Ind.

- Archibald, Orson, B. A. (manual), Indiana Institution, Indianapolis.
- Argo, W. K., M. A. (Superintendent), Colorado School, Colorado Springs, Colo.
- Argyle, Blanche E., Black River Falls School, Black River Falls, Wis.
- Arnold, Mary O., Chicago Schools, Chicago, Ill.
- Asbury, Lulu, Alabama School, Talladega, Ala.
- Asbury, R. A., Georgia School, Cave Spring, Ga.
- Ashcroft, Mrs. Harriet E. (Superintendent), Mackay Institution, Montreal, P. Q.
- Ashelby, Katherine E., Chicago Schools, Chicago, Ill.
- Atkinson, Mary E. (dressmaking), American School, Hartford, Conn.
- Atwood, Ralph H. (intermediate), Ohio Institution, Columbus, O.
- Aurèle, Sister (oral), Female Institution, Montreal, P. Q.
- Austin, Mrs. Ida L. (oral), Louisiana Institute, Baton Rouge, La.
- Austin, Ida M. (oral), Michigan School, Flint, Mich.
- Austin, Laurence (shoemaking), St. Joseph's Institute, West Chester.
- Austin, Sister Mary, Boston School, Randolph, Mass.
- Autenrieth, May (manual), Nebraska Institute, Omaha, Neb.
- Auwerter, Fred. (baking), Iowa School, Council Bluffs, Iowa.
- Avery, Elizabeth B. (oral), Iowa School, Council Bluffs, Iowa.
- Aylward, Mary (kindergarten), St. Joseph's Institute, West Chester.
- Aymar, Mary A., Sarah Fuller Home, West Medford, Mass.
- Ayres, J. W. (shoemaking), Colorado School, Colorado Springs, Colo.
- Babcock, Hugh D. (manual), Michigan School, Flint, Mich.
- Bachelor, Grace D. (cookery), Horace Mann School, Boston, Mass.
- Badger, Vina C. (deaf-blind), Perkins Institution for the Blind, South Boston, Mass.
- Baggerman, Yetta, Oklahoma Institute, Guthrie, Okla.
- Baily, Joseph J. (Principal, industrial department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Baird, Emma J. (speech), Western New York Institution, Rochester.
- Baker, Abby T. (grade work, intermediate department), Clarke School, Northampton, Mass.
- Baker, John P. (wood-working), Indiana Institution, Indianapolis, Ind.
- Baker, Nettie M., Chicago Schools, Chicago, Ill.
- Baker, S. Pierre, Iowa School, Council Bluffs, Iowa.
- Balch, Grace A., Rhode Island Institute, Providence, R. I.
- Baldwin, Gertrude P. (cooking), New York Institution, Washington Heights, New York, N. Y.
- Balis, James C., B. A., Ontario Institution, Belleville, Ontario.
- Balis, Mrs. Sylvia C., Ontario Institution, Belleville, Ontario.
- Ball, Jessie (oral), North Carolina School, Morganton, N. C.
- Ballantyne, Agnes (dressmaking and millinery), Michigan School, Flint
- ntyne, Jessie S. (oral), Michigan School, Flint, Mich.

- Ballard, Melville, M. S., Kendall School, Washington, D. C.
Ballou, Lillian I., Pennsylvania Oral School, Scranton, Pa.
Bamford, Lillian A. (oral), Nebraska Institute, Omaha, Neb.
Banford, Jessie, Muskegon School, Muskegon, Mich.
Bangs, Dwight F. (Superintendent), North Dakota School, Devils Lake.
Bannister, Inah, Albany School, Albany, N. Y.
Bardes, Henry (shoemaking), Western Pennsylvania Institution, Edgewood Park, Pa.
Barker, Frances (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
Barnes, Mesa A. (oral), Minnesota School, Faribault, Minn.
Barrager, Myra L., New York Institution, Washington Heights, N. Y.
Barrett, John W. (manual), Iowa School, Council Bluffs, Iowa.
Barron, Mary L., North Dakota School, Devils Lake, N. D.
Barry, Katharine E. (Supervising Principal), Cleveland School, Ohio.
Bartley, George W. (manual), Missouri School, Fulton, Mo.
Barton, Edwin (wood-working), Michigan School, Flint, Mich.
Bartoo, Dell (oral), Kansas School, Olathe, Kans.
Bateman, George, Halifax Institution, Halifax, N. S.
Bateman, Mrs. J. R., New Brunswick Institution, St. John, N. B.
Baugh, John J. (carpentry and cabinet-making), Western Pennsylvania Institution, Edgewood Park, Pa.
Beagle, Mary G. (oral), Michigan School, Flint, Mich.
Beaman, Susan M., Chicago Schools, Chicago, Ill.
Beamer, H. C. (Superintendent and Contractor), Oklahoma Institute, Guthrie, Okl.
Beamsley, John (shoemaking), Wisconsin School, Delavan, Wis.
Beattie, Grace M. (oral), Colorado School, Colorado Springs, Colo.
Beattie, Mary B., B. A. (primary art), Michigan School, Flint, Mich.
Beatty, Mary Mays (advanced department, speech and speech-reading), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Beatty, Thomas (baking), New York Institution, Washington Heights, New York, N. Y.
Beck, Cynthia S., McCowen Oral School, Chicago, Ill.
Beck, Winifred A. (kindergarten), Indiana Institution, Indianapolis.
Bedford, Mary A., Manitoba Institution, Winnipeg, Man.
Begg, George (manual), Texas School, Austin, Texas.
Behlke, Mrs. Hannah A. D. (sewing), Minnesota School, Faribault.
Bell, Clara L., American School, Hartford, Conn.
Bell, Frances K., M. A. (primary), Pennsylvania Institution, Mt. Airy.
Bell, Ida (sewing), North Carolina School, Morganton, N. C.
Bell, Laura E., American School, Hartford, Conn.
Bell, Lucie Lee (oral), Kentucky School, Danville, Ky.
Bell, Martha C., M. A. (language, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.

- Bell, Mary M. (oral), Alabama School, Talladega, Ala.
 Bellows, Alice C., Chicago Schools, Chicago, Ill.
 Benigna, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
 Bennett, Florence E., Utah School, Ogden, Utah.
 Bennett, Mary E., Los Angeles School, Los Angeles, Cal.
 Benson, Henry G. (printing), Maryland School, Frederick, Md.
 Bentley, J. W. (kalsomining and plastering), Arkansas Institute, Little Rock, Ark.
 Berg, Albert, M. A. (manual), Indiana Institution, Indianapolis, Ind.
 Berigaud, Marie (cooking), St. Joseph's Institute, Fordham, N. Y.
 Berkeley, Anne Butler, Virginia School, Staunton, Va.
 Bernard, Emma, Milwaukee School, Milwaukee, Wis.
 Berry, Amelia E. (articulation), New York Institution, Washington Heights, New York, N. Y.
 Berry, George W. (manual), Missouri School, Fulton, Mo.
 Berry, Louise (primary oral), Ohio Institution, Columbus, O.
 Best, Harry F., M. A. (oral), Alabama School, Talladega, Ala.
 Betts, O. A. (manual), North Carolina School, Morganton, N. C.
 Betts, Sudie F. (drawing), North Carolina School, Morganton, N. C.
 Betzold, Clementine (dressmaking), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Bierbower, Fannie, Cleveland School, Cleveland, O.
 Bierhaus, Henry (manual), Indiana Institution, Indianapolis, Ind.
 Bigelow, Mary F. (elementary science), Horace Mann School, Boston.
 Bilbee, Bertha (sewing), New Jersey School, Trenton, N. J.
 Bilbee, Emma L. (sewing), New Jersey School, Trenton, N. J.
 Billings, Carrie E. (Principal, oral department), Michigan School, Flint.
 Bingham, Cornelia D. (Principal), McCowen Oral School, Chicago, Ill.
 Binkley, Katherine Mac, Canton School, Canton, O.
 Bjorkquest, Fred. W. (harness-making and shoemaking), Oregon School, Salem, Ore.
 Black, Anna M., Strasburg, Va.
 Blair, Cora L. (grade work, intermediate department), Clarke School, Northampton, Mass.
 Blakeley, Blanche Y., (manual), Michigan School, Flint, Mich.
 Blandin, Wallace B. (cabinet-making), Clarke School, Northampton.
 Blankenship, Lloyd (art), Nebraska Institute, Omaha, Neb.
 Blattner, J. W., M. A. (Principal, educational department), Texas School, Austin, Texas.
 Bledsoe, John F., M. A. (Principal), Maryland School for Colored, Baltimore, Md.
 Bliss, Susan E. (Principal, intermediate department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Blount, W. J. (manual, colored school), Kentucky Institution, Danville.
 Bockée, Miss Oakley M. (Principal), New England Industrial School, Beverly, Mass.

- Bodker, Mrs. Maggie A. (deaf-blind), Mississippi Institution, Jackson.
Boland, John A., B. A. (manual), West Virginia School, Romney.
Bolyn, Margaret I. (oral), Indiana Institution, Indianapolis, Ind.
Bond, H. M. (printing), Utah School, Ogden, Utah.
Bones, Miss M. J. (oral), Texas School, Austin, Texas.
Bork, Emma (mathematics), Cincinnati Oral School, Cincinnati, O.
Bost, Lizzie (physical culture), Arkansas School, Little Rock, Ark.
Boucher, Matilda, Ephpheta School, Chicago, Ill.
Boulware, Cordia (oral), Missouri School, Fulton, Mo.
Bowden, Gertrude (primary), Pennsylvania Institution, Mt. Airy, Pa.
Bowden, Mrs. Persis S. (advanced), New England Industrial School, Beverly, Mass.
Bowles, Wm. A. (Superintendent), Virginia School, Staunton, Va.
Bowman, Kate (sewing), Kentucky School, Danville, Ky.
Boyd, Iva M., Tennessee School, Knoxville, Tenn.
Boyea, Nellie (kindergarten), St. John's Institute, St. Francis, Wis.
Boylan, M. C., B. S. (manual), Michigan School, Flint, Mich.
Brabyn, Minnie H. (oral), Michigan School, Flint, Mich.
Bradford, William B. (manual training), Calumet School, Mich.
Bragg, Serena (colored department), Missouri School, Fulton, Mo.
Branson, H. L. (printing), Western Pennsylvania Institution, Edgewood Park, Pa.
Branum, William O., Tennessee School, Knoxville, Tenn.
Bray, Ivy (plain sewing), Michigan School, Flint, Mich.
Brehm, F. Elizabeth (sloyd), Western New York Institution, Rochester.
Bretz, Mary A. (articulation), New England Industrial School, Beverly.
Briel, William A. (tailoring), Le Couteux St. Mary's Institution, Buffalo.
Bright, Eudora (manual), Missouri School, Fulton, Mo.
Bristol, E. Morris (printing), Michigan School, Flint, Mich.
Brock, Frances I., American School, Hartford, Conn.
Brooks, George A., B. S. (manual), Texas School, Austin, Texas.
Brooks, Ida P., B. A., Maryland School for Colored, Baltimore, Md.
Brown, Edith E., Streator School, Streator, Ill.
Brown, Gertrude (oral), Northampton, Mass.
Brown, Mrs. Hattie (dressmaking), Pennsylvania Oral School, Scranton.
Brown, Jessie (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
Brown, Mary B. C. (Principal), Pennsylvania Oral School, Scranton.
Brown, Philip H., B. A. (manual department and carpentry), Montana School, Boulder, Mont.
Brown, Thomas L. (manual), Michigan School, Flint, Mich.
Brummitt, Edith, Oklahoma Institute, Guthrie, Okla.
Brunning, Olivia (intermediate), Ohio Institution, Columbus, O.
Bryan, Isaac R. (shoemaking), Maryland School for Colored, Baltimore.
Bryant, Arthur D., B. Ph. (drawing), Gallaudet College, Washington.

- Bryant, Belle (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
- Bryarly, Katharine Lee (oral), Maryland School, Frederick, Md.
- Brydson, Jno. C. (painting), Texas School, Austin, Texas.
- Buchanan, Aldah (oral), Michigan School, Flint, Mich.
- Buchanan, Arthur P. (manual), Michigan School, Flint, Mich.
- Buchanan, Mrs. C. P. (sewing), North Dakota School, Devils Lake.
- Buckingham, Abigail (oral), Michigan School, Flint, Michigan.
- Buckingham, Eva E. (articulation), New York Institution, Washington Heights, New York, N. Y.
- Buell, Edith M., Institution for Improved Instruction, New York, N. Y.
- Bulger, Thomas N. (field music), New York Institution, Washington Heights, New York, N. Y.
- Bull, Mary (intellectual department and fancy work), Ontario Institution, Belleville, Ontario.
- Bumgardner, J. B., B. A. (art), Minnesota School, Faribault, Minn.
- Bumgardner, Nellie, Virginia School, Staunton, Va.
- Bunting, Virginia H., New Jersey School, Trenton, N. J.
- Burbank, Edith, B. A., Wright Oral School, New York, N. Y.
- Burchard, Prudence E. (articulation), New York Institution, Washington Heights, New York, N. Y.
- Burdick, Edward S. (articulation), New York Institution, Washington Heights, New York, N. Y.
- Burke, Julia A. (art), St. Joseph's Institute, Fordham, N. Y.
- Burke, Mary (sewing), St. Joseph's Institute, Fordham, N. Y.
- Burke, Sister Mary Anne (Principal), Le Couteulx St. Mary's Institution, Buffalo, N. Y.
- Burke, Nora, St. Joseph's Institute, Brooklyn, N. Y.
- Burnett, Mayme (kindergarten), Kansas School, Olathe, Kans.
- Burns, John (tailoring), St. Joseph's Institute, West Chester, N. Y.
- Burns, John T. (printing), Ontario Institution, Belleville, Ontario.
- Burt, William N., M. A., Ph. D. (Principal), Western Pennsylvania Institution, Edgewood Park, Pa.
- Burton, Grace C., B. A., Cleveland School, Cleveland, O.
- Bush, Albert (shoemaking), Mackay Institution, Montreal, P. Q.
- Bush, John P., Utah School, Ogden, Utah.
- Butler, A. Evelyn (primary), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Byrne, Agnes S., St. Joseph's Institute, Fordham, N. Y.
- Byrnes, W. J. (gardening), St. Joseph's Institute, West Chester, N. Y.
- Byrns, Margaret E. (oral), Illinois School, Jacksonville, Ill.
- Cadieux, Rev. J. M., C. S. V. (Director), Male Catholic Institution, Mile End, near Montreal, P. Q., Canada.
- Calahan, Harriet L., Institution for Improved Instruction, New York.

- Caldwell, William A., M. A. (Principal's Assistant), California Institution, Berkeley, Cal.
- Caldwell, W. A. (Manager, colored department), Florida School, St. Augustine, Fla.
- Calhoon, Nannie (kindergarten), Mississippi Institution, Jackson, Miss.
- Cameron, Mary B., Milwaukee School, Milwaukee, Wis.
- Camp, Anna R., 5709 Kimbark Avenue, Chicago, Ill.
- Camp, Pauline B. (deaf-blind), Arkansas Institute, Little Rock, Ark.
- Campbell, E. C. (manual), Colorado School, Colorado Springs, Colo.
- Campbell, W. J., Ontario Institution, Belleville, Ontario, Canada.
- Cannon, Daisy M., McCowen Oral School, Chicago, Ill.
- Capelli, Anthony (printing), New York Institution, Washington Heights.
- Carney, Julia (physical culture), Wisconsin School, Delavan, Wis.
- Carpenter, Lula E., North Carolina School, Morganton, N. C.
- Carrell, Owen G., M. A. (manual), Texas School, Austin, Texas.
- Carroll, Mary H. (oral), Church Street, Kingsbridge, New York, N. Y.
- Carskadon, Edith (physical culture), West Virginia School, Romney.
- Carter, Clyde (manual), Arkansas Institute, Little Rock, Ark.
- Carter, Florence E., Northern New York Institution, Malone, N. Y.
- Carter, F. F., Halifax Institution, Halifax, N. S.
- Carter, W. Hickman, M. A. (manual), Kentucky Institution, Danville.
- Cartwright, J. H. (shoemaking and harnessmaking), Kansas School, Olathe, Kans.
- Cason, Mary Daniel, Menominee School, Menominee, Mich.
- Chamberlayne, H. M., Virginia School, Staunton, Va.
- Chambers, William H., North Carolina School, Raleigh, N. C.
- Chapin, Alma L. (oral), Colorado School, Colorado Springs, Colo.
- Chapin, Edward L., B. A. (manual), West Virginia School, Romney.
- Charles, Clarence W., B. A. (printing), Ohio Institution, Columbus, O.
- Chickering, Rev. John W., M. A. (Emeritus; natural science and pedagogy), Gallaudet College, Washington, D. C.
- Chidester, J. T. (oral), West Virginia School, Romney, W. Va.
- Chidester, S. W. (manual), West Virginia School, Romney, W. Va.
- Childs, Esmond A. (printing and sloyd), Pennsylvania Oral School, Scranton, Pa.
- Christian, Caroline E. (literature), Western New York Institution, Rochester, N. Y.
- Christian, Daisy (oral), North Carolina Institution, Raleigh, N. C.
- Christman, Mrs. Stella Y. (oral), Kentucky Institution, Danville, Ky.
- Christmas, Jeannette J. (Teacher in charge, primary department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Christy, Nettie (primary), Minnesota School, Faribault, Minn.
- Chrysante, Sister (oral), Female Institution, Montreal, P. Q.
- Church, Mary, Pennsylvania Oral School, Scranton, Pa.
- Clark, Abel S., M. A., American School, Hartford, Conn.

- Clark, Annie May (art and physical culture), Georgia School, Cave Spring, Ga.
- Clark, Adda E. (sewing and dressmaking), Western New York Institution, Rochester, N. Y.
- Clark, Eliza L. (Principal), Sarah Fuller Home, West Medford, Mass.
- Clark, Jennie (dressmaking), Pennsylvania Institution, Mount Airy, Pa.
- Clark, Mabel I., Rhode Island Institute, Providence, R. I.
- Clark, Marion G., Northern New York Institution, Malone, N. Y.
- Clark, May (drawing, woodcarving, and physical culture), Georgia School, Cave Spring, Ga.
- Clarke, Edward P., M. A. (articulation), New York Institution, Washington Heights, New York, N. Y.
- Clarke, Francis D., M. A., C. E. (Superintendent), Michigan School, Flint, Mich.
- Clarke, John (carving), St. John's Institute, St. Francis, Wis.
- Clarke, Thomas P. (Superintendent), Oregon School, Salem, Ore.
- Clearwater, Edward (carpentry and cabinet-making), New York Institution, Washington Heights, New York, N. Y.
- Cleary, Edward P., B. A. (manual), Illinois School, Jacksonville, Ill.
- Clifford, W. H. (printing), Illinois School, Jacksonville, Ill.
- Cloak, Ellen E. (Superintendent), St. Joseph's Institute, West Chester.
- Cloud, James H., M. A. (Principal), Gallaudet School, St. Louis, Mo.
- Clowry, Margaret, Ashland School, Ashland, Wis.
- Cobb, Jennie L., B. S. (manual), Western Pennsylvania Institution, Edgewood Park, Pa.
- Coburn, Alice T. (oral), Wisconsin School, Delavan, Wis.
- Cochrane, W. A., M. A. (manual), Wisconsin School, Delavan, Wis.
- Coker, Charles P. (manual), Arkansas Institute, Little Rock, Ark.
- Coleman, D. R., M. A. (Head Teacher), Ontario Institution, Belleville.
- Coleman, Gertrude A., Jackson School, Jackson, Mich.
- Coleman, Mrs. G. D. (art), South Carolina Institution, Cedar Spring.
- Coleman, Thomas H., B. A. (manual), South Carolina Institution, Cedar Spring, S. C.
- Collings, J. W. (carpentry), Kentucky Institution, Danville, Ky.
- Collins, Mrs. Ellen (dressmaking), St. Joseph's Institute, Fordham.
- Collins, Katherine (sewing), Boston School, Randolph, Mass.
- Collins, William T. (carpentry, cabinet-making, painting, etc.), Central New York Institution, Rome, N. Y.
- Côme de la Providence, Sister (sewing), Female Institution, Montreal.
- Comp, Charles E. (manual department and printing), Nebraska Institution, Omaha, Neb.
- Comstock, Minerva E., Institution for Improved Instruction, New York.
- Condon, Anna, Grand Rapids School, Grand Rapids, Mich.
- Congar, Remington (printing), Western New York Institution, Rochester, N. Y.

- Congdon, Henry (carpentry), Wisconsin School, Delavan, Wis.
Conley, Helen S. (deaf-blind), Perkins Institution for the Blind, South Boston, Mass.
Conn, Josephine H. (oral), South Dakota School, Sioux Falls, S. D.
Conner, Rachel A., Pennsylvania Oral School, Scranton, Pa.
Connery, Julia, Institution for Improved Instruction, New York, N. Y.
Connor, Mrs. E. F. (manual), Georgia School, Cave Spring, Ga.
Connor, Wesley O. (Principal), Georgia School, Cave Spring, Ga.
Connor, Wesley O., Jr., M. A. (arithmetic and book-keeping), Iowa School, Council Bluffs, Iowa.
Conrad, W., Halifax Institution, Halifax, N. S.
Constantine, Joliette E. (oral), Indiana Institution, Indianapolis, Ind.
Cook, Joseph R. (manual department and printing), Manitoba Institution, Winnipeg, Man.
Cook, Trevanion G. (Physical Director), New York Institution, Washington Heights, New York, N. Y.
Cooke, Harry (house painting), New York Institution, Washington Heights, New York, N. Y.
Cooke, Lydia M., Institution for Improved Instruction, New York.
Cool, Mamie (manual), Iowa School, Council Bluffs, Iowa.
Cooper, H. C. (house decoration), Michigan School, Flint, Mich.
Cooper, Lucile (oral), North Carolina School, Morganton, N. C.
Cooper, Mildred H. (oral), Illinois School, Jacksonville, Ill.
Corcoran, Catherine, St. Joseph's Institute, West Chester, N. Y.
Core, Lucretia (sewing), Oregon School, Salem, Ore.
Corless, Michael (baking), St. Joseph's Institute, West Chester, N. Y.
Cornay, Nellie (manual), Louisiana Institute, Baton Rouge, La.
Corwin, Mary (art), Indiana Institution, Indianapolis, Ind.
Corwin, W. R. (manual), Missouri School, Fulton, Mo.
Cory, Annetta, Chicago Schools, Chicago, Ill.
Cosgrove, Margaret (Principal and Superintendent), Ephpheta School, Chicago, Ill.
Coulter, James (carpentry), Manitoba Institution, Winnipeg, Man.
Cox, Jean (domestic science), Utah School, Ogden, Utah.
Crane, John E., M. A., American School, Hartford, Conn.
Cranwill, Thomas J. (baking), Illinois School, Jacksonville, Ill.
Craven, Thomas M. (shoemaking), Tennessee School, Knoxville, Tenn.
Crawford, Ella E. J. (oral), Michigan School, Flint, Mich.
Crawford, Esther M. (art), Illinois School, Jacksonville, Ill.
Crawford, Ota B. (manual), Nebraska Institute, Omaha, Neb.
Croker, Gertrude W., Institution for Improved Instruction, New York.
Cross, Florence (articulation), Ontario Institution, Belleville, Ont.
Crouter, A. L. E., M. A., LL. D. (Superintendent), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Crumley, Mrs. Linda F. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.

- Cummings, Sallie G. (oral and physical culture), Tennessee School, Knoxville, Tenn.
- Cunningham, B. (carpentry), Manitoba Institution, Winnipeg, Man.
- Curd, Lillian (oral), Colorado School, Colorado Springs, Colo.
- Cureton, Thomas (electricity), Ohio Institution, Columbus, O.
- Curran, Juliana, St. Joseph's Institute, West Chester, N. Y.
- Currier, Enoch Henry, M. A. (Principal), New York Institution, Washington Heights, New York, N. Y.
- Currier, Kate A. (kindergarten, articulation), New York Institution, Washington Heights, New York, N. Y.
- Curtis, Louise A. (oral), Illinois School, Jacksonville, Ill.
- Dallimore, Ida (hammock weaving and fancy work), Utah School, Ogden, Utah.
- Daly, Geraldine D., Mackay Institution, Montreal, P. Q., Canada.
- Daniells, Jessie M., Marinette School, Marinette, Wis.
- Daniels, Caroline S. (arithmetic and elementary algebra), Clarke School, Northampton, Mass.
- Daniels, Ora G., M. A., 68 Hawthorn street, Chelsea, Mass.
- Danver, Susie E. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
- Davidson, Samuel G., M. A. (language and literature, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Davis, Amanda (manual), Arkansas Institute, Little Rock, Ark.
- Davis, Amelia W., B. A. (deaf-blind), Perkins Institution for the Blind, South Boston, Mass.
- Davis, Mrs. Lucy M. (sewing), North Carolina Institution, Raleigh.
- Davis, Rebecca E., Tennessee School, Knoxville, Tenn.
- Davis, Solon P. (drawing), American School, Hartford, Conn.
- Davis, William H., B. A. (manual), Texas School, Austin, Texas.
- Dawson, Ella S. (primary), Pennsylvania Institution, Mt. Airy, Pa.
- Day, Herbert E., M. A. (natural science), Gallaudet College, Washington, D. C.
- Dean, Dosia. Detroit School, Detroit, Mich.
- Debnam, W. Frank, B. A. (Principal), Texas School for Colored, Austin, Texas.
- Deem, Charles S. (manual department and printing), Mississippi Institution, Jackson, Miss.
- Dehner, Carrie (writing), Oral School, Cincinnati, O.
- DeJarnette, Eva, Virginia School, Staunton, Va.
- Dellicker, H. Maude, New Jersey School, Trenton, N. J.
- DeLong, Elizabeth, B. A., Utah School, Ogden, Utah.
- DeMotte, Amelia (oral), Indiana Institution, Indianapolis, Ind.
- DeMotte, Linda E. (oral), Illinois School, Jacksonville, Ill.
- DeMotte, Wm. H., M. A., LL. D. (manual; Superintendent Sunday-school), Indiana Institution, Indianapolis, Ind.

- Denise, Sister M., St. Joseph's Institute, South St. Louis, Mo.
Denison, James, M. A. (Principal), Kendall School, Washington, D. C.
Dent, Alice, Mackay Institution, Montreal, P. Q.
Denys, Paul, Ontario Institution, Belleville, Ontario.
DePazzi, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Deschamps, Rev. Father A. E. (Chaplain), Female Institution, Montreal, P. Q.
Desmaries, Moses (cabinet-making), Minnesota School, Faribault.
D'Estrella, Theophilus (academic department and art), California Institution, Berkeley, Cal.
Dewar, Mary Frances, Wright Oral School, New York, N. Y.
Dickerson, Mary Gertrude (primary), Ohio Institution, Columbus, O.
Dickson, William (horticulture), New York Institution, Washington Heights, N. Y.
Diehl, Jennie G. (dressmaking), Pennsylvania Institution, Mt. Airy.
Diemer, Michael (gardening), Western New York Institution, Rochester, N. Y.
Dimmick, Ella J. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
Divine, Louis A., B. S. (advanced), Nebraska Institute, Omaha, Neb.
Divine, Mary L. (First Assistant), Maine School, Portland, Me.
Dixon, Iva, Tennessee School, Knoxville, Tenn.
Doane, Letitia L., Chicago Schools, Chicago, Ill.
Dobbins, Emma A. (oral), Oregon School, Salem, Ore.
Dobyns, Ashbel W., M. A. (manual department and printing), Washington State School, Vancouver, Wash.
Dobyns, J. R., M. A., LL. D. (Superintendent), Mississippi Institution, Jackson, Miss.
Dold, J. J. (manual), Kansas School, Olathe, Kans.
Domitien, Sister (knitting), Female Institution, Montreal, P. Q.
Donald, Dora (Superintendent), South Dakota School, Sioux Falls.
Donald, Ida M. (advanced), South Dakota School, Sioux Falls, S. D.
Doneghy, Susan (oral), Kentucky Institution, Danville, Ky.
Donohoe, M. Lizzie, Detroit School, Detroit, Mich.
Dositheus, Sister M. (Assistant Principal), Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Doub, Florence W. (drawing), Maryland School, Frederick, Md.
Douglas, Gertrude E., B. A. (intermediate), Pennsylvania Institution, Mt. Airy, Pa.
Dowd, Mollie, Central New York Institution, Rome, N. Y.
Downing, A. U. (manual), Western Pennsylvania Institution, Edgewood Park, Pa.
Dowrie, John (carpentry), Ontario Institution, Belleville, Ontario.
Draper, Amos G., M. A., Lit. D. (mathematics and Latin), Gallaudet College, Washington, D. C.

- Draper, Estella M. (academic department and manual training), Maine School, Portland, Me.
- Driggs, Frank M. (Superintendent), Utah School, Ogden, Utah.
- Driscoll, Timothy F., Institution for Improved Instruction, New York.
- Driscoll, Mrs. T. F., Institution for Improved Instruction, New York.
- Drumm, Margaret (housekeeping), St. Joseph's Institute, Brooklyn.
- Drusedum, William F. (baking), Pennsylvania Institution, Mt. Airy.
- Dudley, Jessie (oral), Colorado School, Colorado Springs, Colo.
- Duff, Miss E. H. (industrial), South Carolina Institution, Cedar Spring.
- Duly, Katherine, Ephpheta School, Chicago, Ill.
- Dumon, Lucie, Detroit School, Detroit, Mich.
- Duncan, Elizabeth M., Mackay Institution, Montreal, P. Q.
- Duncan, William (painting and glazing), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Dunham, Mrs. Pearl H. (Principal), Oklahoma Institute, Guthrie, Okla.
- Dunn, Annie (oral), South Carolina Institution, Cedar Spring, S. C.
- Dunn, Ethel A. (drawing), Rhode Island Institute, Providence, R. I.
- Durant, Emily A. (sewing, fancy work and basketry), Maryland School for Colored, Baltimore, Md.
- Dustan, Gertrude L. (primary), Pennsylvania Institution, Mt. Airy.
- Dutch, Mary A., California Institution, Berkeley, Cal.
- Dutton, Jesse H. (painting), Western New York Institution, Rochester, N. Y.
- Dwyer, Miss B. E., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
- Dwyer, Loretta, St. Joseph's Institute, West Chester, N. Y.
- Dyer, Lucinda (oral), Missouri School, Fulton, Mo.
- Earle, Mrs. Carrie W. (oral), Michigan School, Flint, Mich.
- Earle, James (baking), Michigan School, Flint, Mich.
- Eaton, Mary (sloyd), Illinois School, Jacksonville, Ill.
- Eddy, Frances N., Utah School, Ogden, Utah.
- Eddy, Jonathan H., Central New York Institution, Rome, N. Y.
- Eddy, L., M. A. (manual), Kentucky Institution, Danville, Ky.
- Eddy, Mabel G., Institution for Improved Instruction, New York.
- Eden, Lavinia J. (manual), Illinois School, Jacksonville, Ill.
- Edgar, Bessie M. (primary), Ohio Institution, Columbus, O.
- Eickhoff, Arlington J., B. A. (manual), Michigan School, Flint, Mich.
- Eldridge, Charles H. (advanced), Nebraska School, Omaha, Neb.
- Ellis, Sallie G. (manual), Kentucky Institution, Danville, Ky.
- Elwood, Caroline F. (oral), Michigan School, Flint, Mich.
- Ely, Charles R., M. A., Ph. D. (natural science), Gallaudet College, Washington, D. C.
- Ely, Charles W., M. A. (Principal), Maryland School, Frederick, Md.
- Ely, Grace D. (oral), Maryland School, Frederick, Md.
- Emerentia, Sister M. (printing), Le Couteulx St. Mary's Institution, Buffalo, N. Y.

- Emerson, Grace, Albany Home School, Albany, N. Y.
Engleman, Josephine H. (oral), Kentucky Institution, Danville, Ky.
Erd, Robert L., B. A. (physical culture), Michigan School, Flint, Mich.
Ervin, Annie McD. (oral), Georgia School, Cave Spring, Ga.
Erwin, Hugh B. (colored department), Mississippi Institution, Jackson.
Euphemia, Sister M. (art), Le Couteulx St. Mary's Institution, Buffalo.
Euritt, G. D. (Head Teacher), Virginia School, Staunton, Va.
Euritt, Mrs. G. D. (articulation), Virginia School, Staunton, Va.
Eusebe de Verceil, Sister (cooking), Female Institution, Montreal, P. Q.
Eusebius, Sister M. (dressmaking), Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Evangelista, Sister M. (cooking and laundering), St. John's Institute, St. Francis, Wis.
Evans, Cannie (dressmaking), New York Institution, Washington Heights, N. Y.
Evariste, Sister (sewing), Female Institution, Montreal, P. Q.
Ewing, Mrs. Laura W. (language), Oral School, Cincinnati, O.
- Fagan, Julia V., St. Joseph's Institute, Fordham, N. Y.
Fairbank, Marion E. (oral), Illinois School, Jacksonville, Ill.
Fanning, M., Halifax Institution, Halifax, N. S.
Farmer, Cara (domestic science), Michigan School, Flint, Mich.
Farnum, Emma Dee (oral), Michigan School, Flint, Mich.
Fay, Allan Bradshaw, M. A. (Latin), Gallaudet College, Washington.
Fay, Edward Allen, M. A., Ph. D. (Vice-President; languages), Gallaudet College, Washington, D. C.
Fay, Elizabeth, American School, Hartford, Conn.
Fay, Gilbert O., M. A., Ph. D., American School, Hartford, Conn.
Fay, Helen, American School, Hartford, Conn.
Fearon, James (Principal), Halifax Institution, Halifax, N. S.
Feasley, Carolyn M. (primary), Ohio Institution, Columbus, O.
Featherstone, Margaret (kindergarten), St. Joseph's Institute, Fordham, N. Y.
Félicienne, Sister (oral), Female Institution, Montreal, P. Q.
Fenner, Sarah H. (oral), Michigan School, Flint, Mich.
Ferguson, Elizabeth A. (manual), Illinois School, Jacksonville, Ill.
Ferguson, Frances F. (oral), Arkansas Institute, Little Rock, Ark.
Fernald, Helen E. (language), Horace Mann School, Boston, Mass.
Fessenbeck, Caroline, Cincinnati Public School, Cincinnati, O.
Field, Alice M. (arithmetic), Clarke School, Northampton, Mass.
Field, Georgie L., B. A. (science), Clarke School, Northampton, Mass.
Finch, Marion E. (intermediate), South Dakota School, Sioux Falls.
Finlay, Clara L., Louisiana Institute, Baton Rouge, La.
Firth, Emma M., Chicago Schools, Chicago, Ill.
Fischer, Bertha (drawing), Oral School, Cincinnati, O.

- Gielow, Rev. William, B. A. (Superintendent; language, arithmetic, geography, history), Evangelical Lutheran Institution, North Detroit.
- Gilbert, Charles H. (carpentry and sloyd), Iowa School, Council Bluffs.
- Gilkey, Benjamin T. (manual), Missouri School, Fulton, Mo.
- Gillespie, Frances E. (Principal), Mystic Oral School, Mystic, Conn.
- Gillespie, Mary H., Mystic Oral School, Mystic, Conn.
- Gillett, Alma (oral), Illinois School, Jacksonville, Ill.
- Gillett, Charles P. (Superintendent), Illinois School, Jacksonville, Ill.
- Gillett, Jane V. (oral), Illinois School, Jacksonville, Ill.
- Girdler, Carrie W. (sewing), Maine School, Portland, Me.
- Glenn, Frances L. (oral), Indiana Institution, Indianapolis, Ind.
- Goddard, Josephine L. (speech and language), Horace Mann School, Boston, Mass.
- Godwin, Arthur J. (printing), Pennsylvania Institution, Mt. Airy, Pa.
- Goggin, Anne Page (oral), Texas School, Austin, Texas.
- Golden, Etta M. (Principal), Sheboygan School, Sheboygan, Wis.
- Goodhue, Grace A., Ph. B. (grade work, intermediate department), Clarke School, Northampton, Mass.
- Goodloe, Nannie (sewing), Alabama School, Talladega, Ala.
- Goodspeed, Esther, Reno Margulies School, New York, N. Y.
- Goodwin, Edward McK., M. A. (Superintendent), North Carolina School, Morganton, N. C.
- Goodwin, James (manual), Louisiana Institute, Baton Rouge, La.
- Gordon, F. M. (negro department), Georgia School, Cave Spring, Ga.
- Gordon, Kathlena W., Cleveland School, Cleveland, O.
- Gordon, Mary L., B. A., North Dakota School, Devils Lake, N. D.
- Gorman, Kate (sewing), Indiana Institution, Indianapolis, Ind.
- Goucher, L., Halifax Institution, Halifax, N. S.
- Goveia, Samuel (shoemaking), Nebraska Institute, Omaha, Neb.
- Gowsell, Hattie H. (domestic science), Ontario Institution, Belleville.
- Grady, Theo., B. L., California Institution, Berkeley, Cal.
- Graham, John A. (carpentry), Texas School, Austin, Texas.
- Granger, Audria J., B. A. (oral), Kansas School, Olathe, Kans.
- Gray, W. F. (oral), Wisconsin School, Delavan, Wis.
- Grear, Inez (oral), Michigan School, Flint, Mich.
- Greaves, Martha (dressmaking), Pennsylvania Institution, Mt. Airy, Pa.
- Green, Elizabeth T. (articulation), New York Institution, Washington Heights, N. Y.
- Green, Grace G. (Physical Director), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Green, Lettie (manual), Kentucky Institution, Danville, Ky.
- Green, Marion J. (wood-working), North Carolina School, Morganton.
- Greener, Augustus B. (intermediate), Ohio Institution, Columbus, O.
- Greener, Gussie Howe, M. A. (oral), Wisconsin School, Delavan, Wis.
- Greener, Louise M. (primary oral), Ohio Institution, Columbus, O.

- Gregory, Harriet (kindergarten, articulation), New York Institution, Washington Heights, New York, N. Y.
- Gregory, Seth W., M. A. (oral), Wisconsin School, Delavan, Wis.
- Griffin, Mary E. (oral), Colorado School, Colorado Springs, Colo.
- Griffin, Patrick (shoemaking), Le Couteulx St. Mary's Institution, Buffalo, N. Y.
- Griffiths, John (agriculture), South Dakota School, Sioux Falls, S. D.
- Grimes, Katharine (Principal), Racine School, Racine, Wis.
- Grimes, Mary (intermediate oral), Ohio Institution, Columbus, O.
- Grimes, Olivia B. (manual), North Carolina School, Morganton, N. C.
- Grimm, M. Agnes, Rhode Island Institute, Providence, R. I.
- Grimmet, Dosia A. (manual), Missouri School, Fulton, Mo.
- Griswold, H. Ruth (intermediate), Pennsylvania Institution, Mt. Airy.
- Griswold, Mary Butler, 1136 East Twenty-fifth street, Los Angeles.
- Gross, Henry, M. A. (manual), Missouri School, Fulton, Mo.
- Grosvenor, Julia E. (primary), Pennsylvania Institution, Mt. Airy, Pa.
- Grow, Mrs. Alice I. (manual), Kentucky Institution, Danville, Ky.
- Grow, Charles M., Sr. (retired, 1901), Fulton, Mo.
- Grow, Charles M., Jr., M. A. (manual), Missouri School, Fulton, Mo.
- Grow, Harvey P. Peet, M. A. (manual), Kentucky Institution, Danville, Ky.
- Gruver, Cora Elizabeth (primary), Pennsylvania Institution, Mt. Airy.
- Gruver, Elbert A., B. A. (Principal), Institution for Improved Instruction, New York, N. Y.
- Guenther, Henry, Washington State School, Vancouver, Wash.
- Guinness, Stella S. (intermediate), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Gustin, Eva I. (intermediate), Pennsylvania Institution, Mt. Airy, Pa.
- Haberlander, George (baking), West Virginia School, Romney, W. Va.
- Haeseler, Helen M., Mystic Oral School, Mystic, Conn.
- Hagerty, Thomas, B. A. (manual department and physical culture), Wisconsin School, Delavan, Wis.
- Hall, Elizabeth, New Jersey School, Trenton, N. J.
- Hall, Harriet C. (articulation), New York Institution, Washington Heights, New York, N. Y.
- Hall, Herold M. (printing), Mackay Institution, Montreal, P. Q.
- Hall, Margaret (dressmaking), Manitoba Institution, Winnipeg, Man.
- Hall, Percival, M. A. (applied mathematics and pedagogy), Gallaudet College, Washington, D. C.
- Hall, Tacy (sewing), Ohio Institution, Columbus, O.
- Halpen, Rosa H. (number and language), Western New York Institution, Rochester, N. Y.
- Halse, George W. (manual), Oregon School, Salem, Ore.
- Halsted, Robert H. (physical culture), Illinois School, Jacksonville, Ill.

- Halverson, Fred. (barbering), Utah School, Ogden, Utah.
- Hamaker, Marian F., Home for Training in Speech, Philadelphia, Pa.
- Hamilton, Harriet E. (retired), Rochester, N. Y.
- Hamilton, Margaret A. (oral), Michigan School, Flint, Mich.
- Hamilton, Thomas (cabinet-making), American School, Hartford.
- Hamilton, Wm. N. (blacksmithing and wheel-wrighting), Texas School for Colored, Austin, Texas.
- Hammond, Ethelwyn M. (oral), Oregon School, Salem, Ore.
- Hammond, Henry C., M. A. (Superintendent), Kansas School, Olathe.
- Hancock, E. Frances (oral), Maryland School, Frederick, Md.
- Hancock, Sudie (oral), Texas School, Austin, Texas.
- Handley, Jayne L. (manual), West Virginia School, Romney, W. Va.
- Hanmer, Stella B. (articulation), New York Institution, Washington Heights, New York, N. Y.
- Harbert, H. M. (printing), Colorado School, Colorado Springs, Colo.
- Hare, William B. (Superintendent), Florida School, St. Augustine.
- Harkness, Mrs. Mollie (cooking) Western Pennsylvania Institution, Edgewood Park, Pa.
- Harley, Bessie B. (gymnastics), Gallaudet College, Washington, D. C.
- Harman, Augusta (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
- Harper, Lucy C. (kindergarten), Arkansas Institute, Little Rock, Ark.
- Harper, Ruth A. (gymnastics), American School, Hartford, Conn.
- Harrell, Mrs. F. A. (intermediate), Texas School for Colored, Austin.
- Harris, L. Isabel, Maine School, Portland, Me.
- Harris, Miss M. A. (oral), Georgia School, Cave Spring, Ga.
- Harris, N. Lee (shoemaking, leather-work, harness-making), Indiana Institution, Indianapolis, Ind.
- Harris, Rosa R. (manual), Maryland School, Frederick, Md.
- Harrison, Elizabeth (plain sewing), Institution for Improved Instruction, New York, N. Y.
- Hart, Alice V. (dressmaking), Institution for Improved Instruction, New York, N. Y.
- Hart, Effie (art), Arkansas Institute, Little Rock, Ark.
- Harvey, Annie (intermediate), Pennsylvania Institution, Mt. Airy, Pa.
- Harwood, Mattie P., Northern New York Institution, Malone, N. Y.
- Hatfield, Gertrude (primary), Ohio Institution, Columbus, O.
- Hauberg, Margaret, B. A., Maryland School for Colored, Baltimore, Md.
- Haupt, Hermine (oral), North Carolina School, Morganton, N. C.
- Havice, Warren (baking), Ohio Institution, Columbus, O.
- Hay, Kate E., Maine School, Portland, Me.
- Hayden, Mary (ironing), Pennsylvania Institution, Mt. Airy, Pa.
- Haynes, Carrie A. (manual), North Carolina School, Morganton, N. C.
- Haynes, Mabel L. (oral), North Carolina School, Morganton, N. C.
- Hays, A. D. (manual), West Virginia School, Romney, W. Va.

- Heath, Eva A. (gymnastics), American School, Hartford, Conn.
Heck, M. (shoemaking), St. John's Institute, St. Francis, Wis.
Hecker, Edward J. (Supervising Teacher, industries; printing), Indiana Institution, Indianapolis, Ind.
Hedden, Grace (deaf-blind), Ohio Institution, Columbus, O.
Hedrick, Maud (intermediate), Ohio Institution, Columbus, O.
Heflybower, Mamie (deaf-blind), Texas School, Austin, Texas.
Heizer, Evalyn B. (Supervising Principal, primary grades), Indiana Institution, Indianapolis, Ind.
Hendee, Ida G. (oral), Nebraska Institute, Omaha, Neb.
Hendershot, Adelaide A., New Jersey School, Trenton, N. J.
Hendershot, Lina M., Maine School, Portland, Me.
Henderson, Carrie (oral), Alabama School, Talladega, Ala.
Henderson, Mrs. Clara (domestic arts), Wisconsin School, Delavan.
Henderson, David (shoemaking), Utah School, Ogden, Utah.
Hendricks, Anna (manual), Indiana Institution, Indianapolis, Ind.
Henne, Ezra S. (history, geography, natural philosophy), Iowa School, Council Bluffs, Iowa.
Hennigan, L. L. (carpentry and cabinet-making), Louisiana Institute, Baton Rouge, La.
Herdman, Pearl W., Gallaudet School, St. Louis, Mo.
Hereford, Sarah (sewing), Louisiana Institute, Baton Rouge, La.
Herman, Mrs. Kate S. (oral), Kansas School, Olathe, Kans.
Herold, Otto C. (drawing, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Hersinger, J. (shoemaking), Washington State School, Vancouver.
Hesley, Augustus (printing), Oregon School, Salem, Ore.
Hess, Elizabeth M. (domestic science), Maine School, Portland, Me.
Hewitt, Edward (farming), Iowa School, Council Bluffs, Iowa.
Hibbard, Mabel, La Crosse School, La Crosse, Wis.
Hill, C. H. (manual), Missouri School, Fulton, Mo.
Hill, Elizabeth Pinckney, M. A. (manual), Missouri School, Fulton, Mo.
Hill, Martha M., Bay City School, Bay City, Mich.
Hilliard, Ethel May (oral), Texas School, Austin, Tex.
Hillman, Edith A. (articulation), New York Institution, Washington Heights, New York, N. Y.
Hilton, Andrew J. (shoemaking), Alabama School, Talladega, Ala.
Hine, Lola C. (kindergarten industrial work), Institution for Improved Instruction, New York, N. Y.
Hisey, Nora M. (primary oral), Ohio Institution, Columbus, O.
Hobart, Almira I., B. S. (oral), Wisconsin School, Delavan, Wis.
Hobart, Elsa L. (arithmetic), Horace Mann School, Boston, Mass.
Hobart, Kate F. (drawing and manual training), Horace Mann School, Boston, Mass.
Hockensmith, Frances, Oklahoma Institute, Guthrie, Okla.

- Hodgson, Edwin A., M. A. (printing), New York Institution, Washington Heights, New York, N. Y.
- Hoeffler, Anna (primary), Ohio Institution, Columbus, O.
- Hofsteater, H. McP. (manual department and printing), North Carolina School, Morganton, N. C.
- Hoge, Leslie (oral), Kansas School, Olathe, Kans.
- Holden, A. N., San Francisco School, San Francisco, Cal.
- Holden, Mrs. Jennie Bright (Principal), San Francisco School, San Francisco, Cal.
- Holland, Mrs. E. H. (primary), Texas School for Colored, Austin, Tex.
- Holland, W. H. (Superintendent), Texas School, for Colored, Austin.
- Holloway, Frances I. (oral), Louisiana Institute, Baton Rouge, La.
- Holloway, Frank C., B. A. (arithmetic), Iowa School, Council Bluffs.
- Hooper, Elizabeth, Front Royal, Va.
- Hoopes, Mary C. (intermediate), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Hoover, Susan B. (cooking), Ohio Institution, Columbus, O.
- Hopkins, Margaret (oral), Arkansas Institute, Little Rock, Ark.
- Hoss, Mary (colored department), Tennessee School, Knoxville, Tenn.
- Hotchkiss, J. Burton, M. A., Lit. D. (history and English), Gallaudet College, Washington, D. C.
- Houghton, Louis A., B. A., Tennessee School, Knoxville, Tenn.
- Houser, Bessie, Home for Training in Speech, Philadelphia, Pa.
- Howard, Carrie (manual), Texas School, Austin, Texas.
- Howard, Essie Belle (oral), Illinois School, Jacksonville, Ill.
- Howchin, Maude Z. (oral), Michigan School, Flint, Mich.
- Howell, Florence (art), Western New York Institution, Rochester.
- Hower, Harry (baking), Kansas School, Olathe, Kans.
- Howson, James W., M. A., California Institution, Berkeley, Cal.
- Hoyt, Emma S. (oral), Illinois School, Jacksonville, Ill.
- Hoyt, Julia E. (oral), Illinois School, Jacksonville, Ill.
- Hubbard, Paul (manual), Kansas School, Olathe, Kans.
- Hubbard, Willis (manual), Michigan School, Flint, Mich.
- Huddle, Nannie Z. (art), Texas School, Austin, Texas.
- Hudgin, S. G. (oral), West Virginia School, Romney, W. Va.
- Huff, J. B. (printing), Georgia School, Cave Spring, Ga.
- Huffman, Frank O., M. A. (manual), Tennessee School, Knoxville, Tenn.
- Hufford, Josephine, Home for Training in Speech, Philadelphia, Pa.
- Huggard, Amy L., Northern New York Institution, Malone, N. Y.
- Hughes, Winifred, St. Joseph's Institute, West Chester, N. Y.
- Humbert, I. S. (oral), Arkansas Institute, Little Rock, Ark.
- Humphreys, Evelyn, M. A. (oral), Nebraska Institute, Omaha, Neb.
- Humphreys, W. H. (cabinet-making), Missouri School, Fulton, Mo.
- Humphreyville, Robert B., New York Institution for Improved Instruction, New York, N. Y.

Hunsicker, Agnes E. (cooking), North Carolina School, Morganton.
Hunter, Bessie (primary oral), Ohio Institution, Columbus, O.
Hurd, Adeline M. (manual), Michigan School, Flint, Mich.
Hurd, Mrs. Anna C. (Chief Instructor, oral department), North Carolina School, Morganton, N. C.
Hurd, Edwin G., M. A. (oral), North Carolina School, Morganton, N. C.
Hurley, Margaret (Principal), Wausau School, Wausau, Wis.

Ignace de Loyola, Sister (manual), Female Institution, Montreal, P. Q.
Ijams, Mary H., Tennessee School, Knoxville, Tenn.
Ijams, Mollie M. (manual), Maryland School, Frederick, Md.
Ingraham, Monroe (negro department), Georgia School, Cave Spring.
Ingram, H. L., Ontario Institution, Belleville, Ontario.
Irish, Elizabeth H., B. A. (Principal), Neillsville School, Wis.
Irma, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Irvine, Sarah K. (oral), Alabama School, Talladega, Ala.
Israel, Ellen (oral), Kansas School, Olathe, Kans.

Jack, Cora M. (oral), Florida School, St. Augustine, Fla.
James, Ada, Ontario Institution, Belleville, Ontario, Canada.
Jameson, Annie E. (primary), Pennsylvania Institution, Mt. Airy, Pa.
Jameson, Dollie (manual), Missouri School, Fulton, Mo.
Jansen, Anna (ironing), Nebraska Institute, Omaha, Neb.
Jaquith, Anna A. (gymnastics), Clarke School, Northampton, Mass.
Jastrowski, Ernestine (oral), Illinois School, Jacksonville, Ill.
Jenkins, Alice, Kalamazoo School, Kalamazoo, Mich.
Jenkins, Mrs. Isabel V. (manual), Alabama School, Talladega, Ala.
Jenkins, Margaret, Northern New York Institution, Malone, N. Y.
Jenkins, Weston, M. A. (manual), Alabama School, Talladega, Ala.
Jensen, John Charles (carpentry), California Institution, Berkeley, Cal.
Jernigan, J. H. (shoemaking), Louisiana Institute, Baton Rouge, La.
Jewell, Ella B., Central New York Institution, Rome, N. Y.
Jewell, Grace M. (oral), Minnesota School, Faribault, Minn.
Jewell, Thomas H., Central New York Institution, Rome, N. Y.
Joanna, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Johnson, A., Halifax Institution, Halifax, N. S.
Johnson, Annie (manual), Alabama School, Talladega, Ala.
Johnson, A. J. (shoemaking), Texas School for Colored, Austin, Texas.
Johnson, C. E. (tailoring), Texas School, Austin, Texas.
Johnson, Elizabeth (bookkeeping), Mississippi Institution, Jackson.
Johnson, Fanny (oral), Texas School, Austin, Texas.
Johnson, George T. (printing), Northern New York Institution, Malone.
Johnson, Mrs. George T. (tailoring), Northern New York Institution, Malone, N. Y.
Johnson, Joseph H., M. A. (Principal), Alabama School, Talladega, Ala.

- Johnson, J. L. (woodworking), New Jersey School, Trenton, N. J.
 Johnson, Katheryne (oral), Texas School, Austin, Texas.
 Johnson, Richard O. (Superintendent), Indiana Institution, Indianapolis, Ind.
 Johnson, S. J., B. A. (aural), Alabama School, Talladega, Ala.
 Johnson, W. S. (manual), Alabama School, Talladega, Ala.
 Johnston, Effie, Chicago Schools, Chicago, Ill.
 Joiner, Enfield, B. A. (oral), Alabama School, Talladega, Ala.
 Jones, Eleanor (oral), Missouri School, Fulton, Mo.
 Jones, Eleanor P., Pennsylvania Oral School, Scranton, Pa.
 Jones, John W., M. A. (Superintendent), Ohio Institution, Columbus, O.
 Jones, Mabel Kingsley (intermediate), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Jones, Margaret E., St. Joseph's Institute, West Chester, N. Y.
 Jones, Nannie M. (oral), Texas School, Austin, Texas.
 Jones, Stephen Clarence, Virginia School, Staunton, Va.
 Jones, Susie E. (manual), Western Pennsylvania Institution, Edgewood Park, Pa.
 Jones, W. D. (shoemaking), Virginia School, Staunton, Va.
 Jones, William G., M. A., New York Institution, Washington Heights.
 Jordan, Ella C. (Assistant Principal; history), Horace Mann School, Boston, Mass.
 Jordan, Mrs. Helen R. (deaf-blind), Illinois Institution for the Blind, Jacksonville, Ill.
 Jordan, W. A. (art), Mississippi Institution, Jackson, Miss.
 Joslyn, Adele, Northern New York Institution, Malone, N. Y.
 Joy, Mary Caswell (gymnastics), Washington Heights School, N. Y.
 Jutt, August (manual), Indiana Institution, Indianapolis, Ind.
- Kachler, Willis S. (carpentry), Western New York Institution, Rochester, N. Y.
 Kane, James C. (manual), Washington School, Vancouver, Wash.
 Kearney, Alfred (manual), Mississippi Institution, Jackson, Miss.
 Keefer, Mazie S. (manual), Minnesota School, Faribault, Minn.
 Keeler, Mrs. Rosa, Ashtabula School, Ashtabula, O.
 Keene, E. L. (printing), Arkansas Institute, Little Rock, Ark.
 Kehoe, Ida B., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
 Keller, M. H. (manual), West Virginia School, Romney, W. Va.
 Kellogg, Elizabeth B. (manual), Iowa School, Council Bluffs, Iowa.
 Kellogg, Jane B., American School, Hartford, Conn.
 Kelly, Susan, St. Joseph's Institute, Brooklyn, N. Y.
 Kennedy, John A. (manual), Illinois School, Jacksonville, Ill.
 Kennedy, Mary A. (Superintendent), St. Joseph's Institute, Brooklyn.
 Kennedy, Nannie C., Dayton School, Dayton, O.
 Kennewell, Lina (oral), Michigan School, Flint, Mich.

- Kenney, Elsie L. (primary), Ohio Institution, Columbus, O.
Kennison, S. Helen, New England Industrial School, Beverly, Mass.
Kent, Eliza (oral), Illinois School, Jacksonville, Ill.
Kern, Fred (carpentry), St. Joseph's Institute, West Chester, N. Y.
Kerr, Elizabeth (oral), Missouri School, Fulton, Mo.
Kerr, Susie (cooking), Missouri School, Fulton, Mo.
Ketel, John (carpentry and farm work), German Evangelical Lutheran Institute, North Detroit, Mich.
Key, J. A. (cabinet-making), Kansas School, Olathe, Kans.
Kidder, Katherine B., Mystic Oral School, Mystic, Conn.
Kiesel, Theodore A., B. Ph., Kendall School, Washington, D. C.
Kiesel, Mrs. Theodore A. (Normal Student), Gallaudet College, Washington, D. C.
Kilpatrick, Mary (oral), Minnesota School, Faribault, Minn.
Kilpatrick, Walter M. (manual), Minnesota School, Faribault, Minn.
Kim, Yunchung (Normal Student), Gallaudet College, Washington.
King, Ada R., Pennsylvania Oral School, Scranton, Pa.
King, Annie (sewing), Ephpheta School, Chicago, Ill.
King, Clyde (manual), Arkansas Institute, Little Rock, Ark.
King, Mrs. Emma (manual), Arkansas Institute, Little Rock, Ark.
King, Jennette (dressmaking), Pennsylvania Institution, Mt. Airy, Pa.
King, Katherine, Ephpheta School, Chicago, Ill.
King, Katherine, M. E. L., Utah School, Ogden, Utah.
King, Mabel (oral), Chicago Day-Schools, Chicago, Ill.
King, Marian (oral), Minnesota School, Faribault, Minn.
King, Sibelle de F. (intermediate), Pennsylvania Institution, Mt. Airy.
King, S. W. (carpentry and cabinet-making), Arkansas Institute, Little Rock, Ark.
Kinna, Mary Ellen, St. Joseph's Institute, West Chester, N. Y.
Kinnaird, Sarah M. (oral), Kentucky School, Danville, Ky.
Kinsley, Ida B. (manual), Indiana Institution, Indianapolis, Ind.
Kirkhuff, Jacob D., M. A. (arithmetic, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Kirkpatrick, Anna B., M. S. (beginners), Nebraska Institute, Omaha.
Kirkpatrick, Helen F. (oral), Tennessee School, Knoxville, Tenn.
Kirkpatrick, Sallie (sewing), Missouri School, Fulton, Mo.
Kiscaden, Annie (tailoring), Pennsylvania Institution, Mt. Airy, Pa.
Klein, Jacob (tailoring), Institution for Improved Instruction, N. Y.
Knickerbocker, Mary A. (oral), Minnesota School, Faribault, Minn.
Knight, Emma F. (manual), Michigan School, Flint, Mich.
Knisely, Nora Belle, McCowen Oral School, Chicago, Ill.
Knowles, Mabelle, Northern New York Institution, Malone, N. Y.
Knox, Emma D., Chicago Schools, Chicago, Ill.
Kranzusch, Clara E., Milwaukee School, Milwaukee, Wis.
Kribs, H. Ray, Sacramento School, Sacramento, Cal.

- Kristensen, Leone, Wausau School, Wausau, Wis.
 Kupfer, Walter S. (physical training), Institution for Improved Instruction, New York, N. Y.
- Lackey, Lillian B. (intermediate), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Lamb, Mrs. Rufus H. (Principal, colored department), Arkansas Institute, Little Rock, Ark.
 La Motte, Edith M., Institution for Improved Instruction, New York.
 Lamson, Cloa G., B. A. (primary), Ohio Institution, Columbus, O.
 Lang, E. J. (cabinet-making and carpentry), Illinois School, Jacksonville, Ill.
 Lang, William (shoemaking and harness-making), Missouri School, Fulton, Mo.
 Lange, Paul, M. A. (manual), Wisconsin School, Delavan, Wis.
 Larsen, Fred. C. (printing), Wisconsin School, Delavan, Wis.
 Larson, Lars M., B. A., Santa Fé, N. M.
 Larson, Nephi (carpentry), Utah School, Ogden, Utah.
 La Rue, Ida (manual, advanced department), Pennsylvania Institution, Mt. Airy, Pa.
 La Rue, Miss, Virginia School, Staunton, Va.
 Lathrop, Bessie S. (wood-carving), Clarke School, Northampton.
 Lathrop, Clara W. (drawing), Clarke School, Northampton, Mass.
 Latshaw, Allen (manual training), Home for Training in Speech, Philadelphia, Pa.
 Lawrence, S. H., Halifax Institution, Halifax, N. S.
 Layton, Ninetta (oral), Illinois School, Jacksonville, Ill.
 Lea, Ida (manual), Arkansas Institute, Little Rock, Ark.
 Leadbetter, Ruth (oral), Michigan School, Flint, Mich.
 Lee, Jennie (oral), Kentucky School, Danville, Ky.
 Leigh, Mary G., Mystic Oral School, Mystic, Conn.
 Léon le Grand, Sister (manual), Female Institution, Montreal, P. Q.
 Leonard, Bessie N. (Teacher-in-charge, primary department; grade work), Clarke School, Northampton, Mass.
 Leonard, Sister Mary (chair-caning), Boston School, Randolph, Mass.
 Le Prince, Gabriella Marie (industrial and technical art), New York Institution, Washington Heights, New York, N. Y.
 Le Prince, H. Aimée (manual training), Washington Heights School, New York, N. Y.
 Le Prince, Mme. S. E. (art), Washington Heights School, New York.
 Leu, Barbara C., Chicago Schools, Chicago, Ill.
 Leverett, Ammee (art), Arkansas Institute, Little Rock, Ark.
 Lewis, Edna B. (kindergarten, articulation), New York Institution, Washington Heights, New York, N. Y.
 Lewis, Emily (manual), Texas School, Austin, Texas.

- Lewis, Mattie, West Houston St., Sherman, Texas.
Libby, Mabel J., Maine School, Portland, Me.
Lillard, Sadie, Florida School, St. Augustine, Fla.
Linder, William J. (carpentry and cabinet-making), New York Institution, Washington Heights, New York, N. Y.
Linn, Georgina, Ontario Institution, Belleville, Ontario, Canada.
Linthicum, John (shoemaking), West Virginia School, Romney, W. Va.
Livingston, Bertha (Librarian), Mississippi Institution, Jackson, Miss.
Lloyd, Lizzie (oral), Texas School, Austin, Texas.
Lloyd, Rowland B., B. A., New Jersey School, Trenton, N. J.
Lochhead, Grace R. (oral), Illinois School, Jacksonville, Ill.
Locklier, A. B. (shoemaking), South Carolina Institution, Cedar Spring.
London, Bessie A. (intermediate), Pennsylvania Institution, Mt. Airy.
Long, J. Schuyler, M. A. (Head Teacher, academic department), Iowa School, Council Bluffs, Iowa.
Long, Littleton A., B. A., North Dakota School, Devils Lake, N. D.
Long, Margaret A. (primary oral), Ohio Institution, Columbus, O.
Long, Morris T. (manual, colored school), Kentucky Institution, Danville, Ky.
Long, Myrtle M. (primary), Pennsylvania Institution, Mt. Airy, Pa.
Long, Nora V. (oral), Indiana Institution, Indianapolis, Ind.
Loughridge, Mary J. (general housework), New York Institution for Improved Instruction, New York, N. Y.
Lourdes, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Lowrey, Frances (in charge of speech department), Arkansas Institute, Little Rock, Ark.
Lucas, Frances (speech and speech-reading, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Lucas, Sister (oral), Female Institution, Montreal, P. Q.
Lucy, Sister M. (embroidery and arts), St. John's Institute, St. Francis.
Ludwig, A. L. (shoemaking), Arkansas Institute, Little Rock, Ark.
Ludwig, Kate (manual), Arkansas Institute, Little Rock, Ark.
Lung, Louise M. (primary English and cooking), Western New York Institution, Rochester, N. Y.
Lutz, Ida M. (primary oral), Ohio Institution, Columbus, O.
Lyle, Elizabeth R. (intermediate), Pennsylvania Institution, Mt. Airy.
Lyle, Mary (oral), Kentucky Institution, Danville, Ky.
Lyon, Ada (deaf-blind), Ohio Institution, Columbus, O.
Lyons, Patrick Joseph, B. A., St. Joseph's Institution, West Chester.

McAloney, Thos. S. (Superintendent), Montana School, Boulder, Mont.
McBrayer, Oscar E. (farming and gardening), North Carolina School, Morganton, N. C.
McCallum, Mary L. (oral), Tennessee School, Knoxville, Tenn.
McCarthy, Alfred P. (printing), California Institution, Berkeley, Cal.

- McClellan, Grace A., Home for Training in Speech, Philadelphia, Pa.
 McClure, Mrs. Carrie J. (manual), Kentucky Institution, Danville, Ky.
 McClure, George M., M. A. (manual), Kentucky Institution, Danville.
 McComb, Marie L. (literature, history, and mathematics), Washington Heights School, New York.
 McConnell, J. W. (painting), Illinois School, Jacksonville, Ill.
 McCool, Sara, Institution for Improved Instruction, New York, N. Y.
 McCord, Jeannette Hope, Central New York Institution, Rome, N. Y.
 McCowen, Mary (Principal), Chicago Schools, Chicago, Ill.
 McCoy, Harriet (sewing), Western Pennsylvania Institution, Edgewood Park, Pa.
 McCray, W. E. (blacksmithing and wagon-making), Missouri School, Fulton, Mo.
 McCue, D. C. (Assistant Superintendent), Missouri School, Fulton, Mo.
 McCully, May S. (physical culture), Illinois Institution, Jacksonville.
 McCusker, Mary (dressmaking), Institution for Improved Instruction, New York, N. Y.
 McDaniel, Nettie (oral), North Carolina School, Morganton, N. C.
 McDermid, D. W. (Principal), Manitoba Institution, Winnipeg, Man.
 McDermid, Mrs. Mary E. (manual), Manitoba Institution, Winnipeg.
 McDill, Laura, B. A. (language), Iowa School, Council Bluffs, Iowa.
 McDonald, Alex. C. (carpentry), Oregon School, Salem, Ore.
 McDonald, James (carpentry), Alabama School, Talladega, Ala.
 McDowell, Florence C. (Principal, primary department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 McEntee, Elizabeth (shirt-making), New York Institution, Washington Heights, New York, N. Y.
 MacFarlane, Etta E., Saginaw School, Saginaw, Mich.
 McGee, Mattie (dressmaking), Washington State School, Vancouver.
 McGill, Margaret S. (Director, kindergarten and articulation), New York Institution, Washington Heights, New York, N. Y.
 McGrath, Helen C., St. Joseph's Institute, West Chester, N. Y.
 McGrath, Nellie, St. Joseph's Institute, West Chester, N. Y.
 McGregor, Robert P., M. A. (high school), Ohio Institution, Columbus, O.
 McIlvain, E. H. (manual), Kansas School, Olathe, Kans.
 McIlvaine, John Add., Jr., B. A. (manual, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 McIntire, Daisy (manual), Missouri School, Fulton, Mo.
 McKee, Margaret V., Chicago Schools, Chicago, Ill.
 McKee, Noble B., M. A., Ph. D. (Superintendent), Missouri School, Fulton, Mo.
 McKee, William L. (shoemaking), Northern New York Institution, Malone, N. Y.
 McKeen, Fannie (grade work, primary department), Clarke School, Northampton, Mass.

- McKinley, Frances (manual), Kansas School, Olathe, Kans.
McKoy, T. P. (wood-working), Georgia School, Cave Spring, Ga.
McLane, Willie (sewing and domestic work), Florida School, St. Augustine, Fla.
McLaughlin, Clayton L. (mathematics), Western New York Institution, Rochester, N. Y.
McLendon, Mrs. Vaiden (oral), Arkansas Institute, Little Rock, Ark.
McLeod, Ida, Mackay Institution, Montreal, P. Q., Canada.
MacNair, Sarah H., Milwaukee School, Milwaukee, Wis.
McNamar, Lena B., Derinda Centre School, Derinda Centre, Ill.
McNamar, Mary (oral), Nebraska Institute, Omaha, Neb.
MacNees, Ellen, Racine School, Racine, Wis.
McNeil, Bessie (drawing and manual training), Fond du Lac School, Fond du Lac, Wis.
McNulty, B. F. (Superintendent), Texas School, Austin, Texas.
McPhee, James (shoemaking), Mackay Institution, Montreal, P. Q.
McSherry, Eliza S., Institution for Improved Instruction, New York.
Mackay, Annie, B. A., Halifax Institution, Halifax, N. S.
Madden, Michael J., Ontario Institution, Belleville, Ontario, Canada.
Magan, Philomena C., McCowen Oral School, Chicago, Ill.
Magennis, Thomas (Superintendent), Boston School, Randolph, Mass.
Maher, Henry (barbering), Missouri School, Fulton, Mo.
Mahoney, Catherine, New Brunswick School, St. John, N. B.
Makemson, Ethel (oral), Texas School, Austin, Texas.
Maler, Rev. B. (Chaplain), Institution of the Holy Rosary, Chinchuba.
Malone, Mary, Ephpheta School, Chicago, Ill.
Manger, H. P. (baking), Texas School, Austin, Texas.
Mann, Matthew R. (Assistant Superintendent, in charge of colored department), Tennessee School, Knoxville, Tenn.
Manning, Arthur Clarence, M. A., Georgia School, Cave Spring, Ga.
Mansfield, Mary P., B. A., American School, Hartford, Conn.
Mansur, Mrs. Lida O'Harra (supervising speech) Ohio Institution, Columbus, O.
Marbut, Musa, M. A., American School, Hartford, Conn.
March, Agnes (primary), Pennsylvania Institution, Mt. Airy, Pa.
Marcosson, Mrs. Belle (manual), Kentucky Institution, Danville, Ky.
Marcosson, Max N., B. A. (manual), Kentucky Institution, Danville.
Margulies, Mrs. A. Reno (Principal), Reno Margulies School, New York.
Marie de Bonsecours, Sister (knitting), Female Institution, Montreal.
Marie de l'Ascencion, Sister (sewing), Female Institution, Montreal.
Marie des Neiges, Sister (oral), Female Institution, Montreal, P. Q.
Marie du Bon Conseil, Sister (sewing), Female Institution, Montreal.
Marie-Adéline, Sister (manual), Female Institution, Montreal, P. Q.
Marie-Adelphe, Sister (oral), Female Institution, Montreal, P. Q.
Marie-Agathange, Sister (sewing), Female Institution, Montreal, P. Q.

- Marie-Albine, Sister (mattress-making), Female Institution, Montreal.
 Marie-Céleste, Sister (sewing), Female Institution, Montreal, P. Q.
 Marie-Eléonore, Sister (oral), Female Institution, Montreal, P. Q.
 Marie-Ignace, Sister (weaving), Female Institution, Montreal, P. Q.
 Marie-Nazaire, Sister (sewing), Female Institution, Montreal, P. Q.
 Marie-Rachel, Sister (oral), Female Institution, Montreal, P. Q.
 Marr, Anna, St. Joseph's Institute, West Chester, N. Y.
 Marr, Margaret, St. Joseph's Institute, West Chester, N. Y.
 Marsh, Rose (primary), Ohio Institution, Columbus, O.
 Marshall, Madge R., Institution for Improved Instruction, New York.
 Marshall, William N. (manual), Washington State School, Vancouver.
 Martin, A. M. (colored department), Arkansas Institute, Little Rock.
 Martin, Catherine, Chicago Schools, Chicago, Ill.
 Martin, George D. (manual), Arkansas Institute, Little Rock, Ark.
 Martin, Mary L. (oral), Illinois School, Jacksonville, Ill.
 Martin, Paul H., M. A. (oral), Texas School, Austin, Texas.
 Martina, Sister Mary, Boston School, Randolph, Mass.
 Martina, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
 Marvin, Maude Inez, Milwaukee School, Milwaukee, Wis.
 Mary of the Sacred Heart, Sister (Principal), Notre Dame School, Cincinnati, Ohio.
 Mashburn, Arthur G. (manual), Arkansas Institute, Little Rock, Ark.
 Mason, Ernest (carpentry, wood-carving, etc.), Mackay Institution, Montreal, P. Q., Canada.
 Mason, Mabel W. (colored department), Tennessee School, Knoxville.
 Mathia, Sister M. (advanced articulation), St. John's Institute, St. Francis, Wis.
 Mathilde de la Providence, Sister (art), Female Institution, Montreal.
 Mathison, Robert, M. A. (Superintendent and Principal), Ontario Institution, Belleville, Ontario.
 Matson, Leota (industrial), South Dakota School, Sioux Falls, S. D.
 Maughan, Elizabeth, B. S. (domestic science), Utah School, Ogden.
 Maurice, Sister M. (primary), St. John's Institute, St. Francis, Wis.
 Maxted, Harryette A., Elyria School, Elyria, O.
 Maybury, Margaret, Grand Rapids School, Grand Rapids, Mich.
 Medcraft, Mollie (manual), Minnesota School, Faribault, Minn.
 Meier, Lewis (tailoring), West Virginia School, Romney, W. Va.
 Meigs, M. Louise (geography), Western New York Institution, Rochester, N. Y.
 Meldrum, Kitty, Kansas School, Olathe, Kans.
 Menefee, Martha (oral), Montana School, Boulder, Mont.
 Mercer, Mrs. Huldah R. J. (art), Michigan School, Flint, Mich.
 Merchant, Ethel, Fond du Lac School, Fond du Lac, Wis.
 Merkle, Charles (tailoring), Missouri School, Fulton, Mo.
 Merrill, Anna (sewing and dressmaking), Iowa School, Council Bluffs.

- Metzger, Albert (gardening), New York Institution, Washington Heights, New York, N. Y.
- Meyer, H. W. (language, articulation, religion), Evangelical Lutheran Institute, North Detroit, Mich.
- Meyers, Mrs. Maggie (sewing and fancy work), Arkansas Institute, Little Rock, Ark.
- Michaels, John W., M. P. (Principal, literary department), Arkansas Institute, Little Rock, Ark.
- Michaels, Mrs. Mary (manual), Arkansas Institute, Little Rock, Ark.
- Mier, Alma de, Wright Oral School, New York, N. Y.
- Mihm, L. W. (advanced), St. John's Institute, St. Francis, Wis.
- Miller, C. M. (manual, colored department), South Carolina Institution, Cedar Spring, S. C.
- Miller, E. Leon (Physical Director), New Jersey School, Trenton, N. J.
- Miller, John C. (manual), North Carolina School, Morganton, N. C.
- Miller, Linda K., Central New York Institution, Rome, N. Y.
- Miller, Robert C., B. L. (manual), North Carolina School, Morganton.
- Miller, Sophia (drawing), Western New York Institution, Rochester.
- Milligan, Laurence E., M. A. (oral), Colorado School, Colorado Springs.
- Mincher, Harriette M., Oakland School, Oakland, Cal.
- Minter, Matthew (shoemaking), Illinois School, Jacksonville, Ill.
- Mirrielees, Ruchiel A., McCowen Oral School, Chicago, Ill.
- Mitschka, Thomas (tailoring), Arkansas Institute, Little Rock, Ark.
- Moffat, Lizzie (articulation), California Institution, Berkeley, Cal.
- Monerief, David J. (leather-working), Michigan School, Flint, Mich.
- Monro, Mrs. Sarah A. J. (speech and voice training), Horace Mann School, Boston, Mass.
- Montgomery, Eudora, Chicago Schools, Chicago, Ill.
- Mood, Susie L., M. A. (oral), Texas School, Austin, Texas.
- Morgan, Charlotte Louise (Principal), Oakland School, Oakland, Cal.
- Morrice, Alex., Jr. (shoemaking), Ontario Institution, Belleville, Ont.
- Morris, H. S. (leather-working), Georgia School, Cave Spring, Ga.
- Morris, Mabel M. (oral), Oregon School, Salem, Ore.
- Morris, Minnie E., B. A., Mississippi Institution, Jackson, Miss.
- Morrison, J. Stuart, M. A. (manual), Missouri School, Fulton, Mo.
- Morrow, N. Field, B. A. (manual), Indiana Institution, Indianapolis, Ind.
- Morse, Anna (Head Teacher), Illinois School, Jacksonville, Ill.
- Morse, Mrs. Elsie (dressmaking and sewing), Central New York Institution, Rome, N. Y.
- Moses, Thomas L. (Superintendent), Tennessee School, Knoxville, Tenn.
- Mosher, M., Halifax Institution, Halifax, N. S., Canada.
- Mumford, Edward F., M. A. (oral), North Carolina School, Morganton.
- Munsell, Anna O. (sloyd), American School, Hartford, Conn.
- Murphy, Ellen Rose, St. Joseph's Institution, West Chester, N. Y.
- Murphy, James Joseph, B. A. (manual), Wisconsin School, Delavan.

- Murphy, J., Halifax Institution, Halifax, N. S., Canada.
 Murphy, Margaret J., St. Joseph's Institute, Brooklyn, N. Y.
 Murphy, W. F. (shoemaking), Arkansas Institute, Little Rock, Ark.
 Murray, Elizabeth J., Superior School, West Superior, Wis.
 Murray, May (art), Kansas School, Olathe, Kans.
 Murray, Miss P. B., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
 Mutch, Carrie (intermediate), New England Industrial School, Beverly.
 Myer, Helen, Pennsylvania Oral School, Scranton, Pa.
 Myers, Ivy J., Mound City, Kans.
 Myers, Lewis (industrial), West Virginia School, Romney, W. Va.

 Neesam, Frederick J., B. S. (printing), North Dakota School, Devils Lake, N. D.
 Neill, Lily D. (manual), Missouri School, Fulton, Mo.
 Nelson, Edward Beverly, M. A. (Principal), Central New York Institution, Rome, N. Y.
 Nesbitt, Edith M., Institution for Improved Instruction, New York.
 Nesbitt, Louise (cooking), Institution for Improved Instruction, N. Y.
 Neutzling, Joseph H. (shoemaking), Ohio Institution, Columbus, O.
 Newell, Nettie B., 128 Main street, Binghamton, N. Y.
 Newlee, Clara Ellen, Chicago Day-Schools, Chicago, Ill.
 Newlin, Olive, Washington State School, Vancouver, Wash.
 Newman, Helena P., B. A. (kindergarten, articulation), New York Institution, Washington Heights, New York, N. Y.
 Nichol, Nellie M., B. L. (Normal Fellow), Gallaudet College, Washington, D. C.
 Nichols, Emma (oral), Kentucky Institution, Danville, Ky.
 Nichols, Helen M. (dressmaking), Northern New York Institution, Malone, N. Y.
 Nixon, Bessie L., American School, Hartford, Conn.
 Norman, Joan (dressmaking), New York Institution, Washington Heights, N. Y.
 Norman, Linnie (plain sewing), New York Institution, Washington Heights, N. Y.
 Nourse, Laura, California Institution, Berkeley, Cal.
 Noyes, Marion L. (intermediate), Pennsylvania Institution, Mt. Airy.
 Noyes, Sarah (oral), Illinois School, Jacksonville, Ill.
 Nugent, Anna, Oshkosh School, Oshkosh, Wis.

 Oberhofer, Annie M., St. Joseph's Institute, Fordham, N. Y.
 O'Bleness, C. B. (carpentry), Ohio Institution, Columbus, O.
 O'Brien, Mary, St. Joseph's Institute, Brooklyn, N. Y.
 O'Connor, N. Frances (Principal), St. Joseph's Institute, Fordham.
 Odebrecht, Leonce A. (High School), Ohio Institution, Columbus, O.
 Odilon, Sister (oral), Female Institution, Montreal, P. Q.

- O'Donnell, Frank H. E., California Institution, Berkeley, Cal.
O'Donnell, Peter (printing), St. Joseph's Institute, West Chester, N. Y.
O'Dowd, George A. (shoemaking), Pennsylvania Institution, Mt. Airy.
O'Hair, Hannah L., Ephpheta School, Chicago, Ill.
O'Hara, Eliza (primary oral), Ohio Institution, Columbus, O.
Ohlemacher, Albert W., B. S. (Physical Director), Ohio Institution, Columbus, O.
Olin, Caroline L. (intermediate), Pennsylvania Institution, Mt. Airy.
Olivia, Sister M. (oral), St. John's Institute, St. Francis, Wis.
O'Reagan, Frances, St. Joseph's Institute, Fordham, N. Y.
O'Reilly, Ellen (dressmaking), St. Joseph's Institute, Brooklyn, N. Y.
O'Reilly, Mary E., St. Joseph's Institute, Fordham, N. Y.
Orr, Marie P., California Institution, Berkeley, Cal.
Orr, Nannie C. (oral), Nebraska Institute, Omaha, Neb.
Osborn, Virginia A. (Principal, geography), Cincinnati Oral School, Ohio.
Osburn, Charles (carpentry), North Dakota School, Devils Lake, N. D.
Owen, C. C. (carpentry), Colorado School, Colorado Springs, Colo.
Owen, Helen H., Streator School, Streator, Ill.
- Page, Delia C. (Principal), Superior School, West Superior, Wis.
Page, Judith R. (sewing), Maryland School, Frederick, Md.
Page, Randolph (printing), Virginia School, Staunton, Va.
Palm, Elnora (oral), Texas School, Austin, Texas.
Palmer, Patti (oral), Missouri School, Fulton, Mo.
Park, Bertha (oral), Minnesota School, Faribault, Minn.
Park, Mabel, Colorado School, Colorado Springs, Colo.
Parker, Edna M. (industries), Cleveland School, Cleveland, O.
Parker, J. T. (oral), Texas School, Austin, Texas.
Parry, J. H. (manual training and mechanic arts), Nebraska Institute, Omaha, Neb.
Patrick, Annie L., Maine School, Portland, Me.
Paterson, Bertha Gildersleeve, M. A., Kendall School, Washington.
Patricia, Sister M. (advanced), St. John's Institute, St. Francis, Wis.
Patterson, Hettie I. (oral), Illinois School, Jacksonville, Ill.
Patterson, Robert, M. A., Lit. D. (Principal, school department), Ohio Institution, Columbus, O.
Paulin, Sister (mattress-making), Female Institution, Montreal, P. Q.
Pearse, Lillian Belle, Chicago Day-Schools, Chicago, Ill.
Pearson, Gustav (blacksmithing), Minnesota School, Faribault, Minn.
Peck, Fayette, Pennsylvania Oral School, Scranton, Pa.
Peek, Mary E. (art), Illinois School, Jacksonville, Ill.
Peet, Elizabeth (English and articulation), Gallaudet College, Washington, D. C.
Pennell, Elvira G., La Crosse School, La Crosse, Wis.
Penny, E. T. (metal-working), Georgia School, Cave Spring, Ga.

- Perkins, Mrs. Alice H. (manual), Michigan School, Flint, Mich.
 Perpetua, Sister M. (printing), St. Joseph's Institute, South St. Louis.
 Perry, Charles S., M. A., California Institution, Berkeley, Cal.
 Peterson, Jacob (blacksmithing), Utah School, Ogden, Utah.
 Peterson, Peter N., B. A. (sloyd), Minnesota School, Faribault, Minn.
 Peterson, Sophie (dressmaking), Minnesota School, Faribault, Minn.
 Pettapiece, Lauretta E., Milwaukee School, Milwaukee, Wis.
 Pettibone, Nora, Wright Oral School, New York, N. Y.
 Pfeiffer, George (shoemaking), Pennsylvania Oral School, Scranton.
 Philippe de Jésus, Sister (Superior), Female Institution, Montreal.
 Phillips, Hiram (geography and history), Iowa School, Council Bluffs.
 Pickering, Nellie W., Northern New York Institution, Malone, N. Y.
 Pitts, Estelle, B. I. (domestic science and calisthenics), Louisiana Institute, Baton Rouge, La.
 Placidia, Sister M. (sewing), Le Couteulx St. Mary's Institution, Buffalo.
 Plouer, Alice M. (Librarian), Illinois School, Jacksonville, Ill.
 Pollard, Nannie A., M. S. (oral), Minnesota School, Faribault, Minn.
 Pope, Alvin E., M. A. (Superintendent), Model School, Universal Exposition, St. Louis, Mo.
 Pope, William E. (printing), Florida School, St. Augustine, Fla.
 Porter, Mrs. Frances H. (kindergarten and drawing), New Jersey School, Trenton, N. J.
 Porter, George S. (printing), New Jersey School, Trenton, N. J.
 Porter, Sarah Harvey, M. A., Kendall School, Washington, D. C.
 Porteus, Carrie (industrial), Mystic Oral School, Mystic, Conn.
 Posey, Lillie, B. S. (oral), Texas School, Austin, Texas.
 Postel, Adelaide (dressmaking), Pennsylvania Institution, Mt. Airy, Pa.
 Pound, Lester W. (shoemaking), Iowa School, Council Bluffs, Iowa.
 Powers, Hiram (drawing and sloyd), Institution for Improved Instruction, New York, N. Y.
 Prince, Ernest E., New Brunswick School, St. John, N. B.
 Priscille, Sister (manual), Female Institution, Montreal, P. Q.
 Proctor, Maggie Neel, Aurora School, Aurora, Ill.
 Pugh, M. Louise (language), Western New York Institution, Rochester.
 Purtell, Mary Josephine (Assistant Principal), St. Joseph's Institute, West Chester, N. Y.
 Putnam, George H. (manual), Kansas School, Olathe, Kans.
 Pybas, Adelaide H., M. A. (intermediate), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Quack, Charles (tin-work), Indiana Institution, Indianapolis, Ind.
 Quinn, Josephine F. (oral), Minnesota School, Faribault, Minn.
 Quinn, William (carpentry and woodwork), North Carolina Institution, Raleigh, N. C.
 Quitmeyer, Henry August, B. A. (Normal Fellow), Gallaudet College, Washington, D. C.

- Raab, Ethel, Michigan School, Flint, Mich.
Race, Effie J. (domestic science), Illinois School, Jacksonville, Ill.
Randal, Le Grand B. (aural), New York Institution, Washington Heights, New York, N. Y.
Ray, John E., M. A. (Principal), North Carolina Institution, Raleigh.
Read, Elizabeth (oral), Kentucky Institution, Danville, Ky.
Read, Elmer D., M. A. (oral), Texas School, Austin, Texas.
Read, Frank, Sr., M. A. (retired), Illinois School, Jacksonville, Ill.
Read, Frank, Jr., M. A. (oral), Illinois School, Jacksonville, Ill.
Read, Nancy B. (oral), Iowa School, Council Bluffs, Iowa.
Read, Utten E., M. A. (oral), Indiana Institution, Indianapolis, Ind.
Rechlin, Anna (language, arithmetic), Evangelical Lutheran Institute, North Detroit, Mich.
Rector, Etta (oral), Arkansas Institute, Little Rock, Ark.
Redd, Claudia M., Rhode Island Institute, Providence, R. I.
Reed, Cora Margaret (deaf-blind), Western Pennsylvania Institution for the Blind, Pittsburg, Pa.
Reed, Emma D., Northern New York Institution, Malone, N. Y.
Reed, Katharine F., 169 Twenty-eighth street, Milwaukee, Wis.
Reed, Martin B. (printing), Kentucky Institution, Danville, Ky.
Rees, Alma E. (general housework), Western New York Institution, Rochester, N. Y.
Rees, Frances R. (primary), Pennsylvania Institution, Mt. Airy, Pa.
Reese, Hazel (primary), Ohio Institution, Columbus, O.
Regnier, Alberta A. (Head Teacher, primary), Nebraska Institute, Omaha, Neb.
Reid, Mary, New Brunswick School, St. John, N. B.
Reid, William C. (colored department), Missouri School, Fulton, Mo.
Reilly, Helen M., St. Joseph's Institute, Fordham, N. Y.
Reily, Mary N., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Reliham, Mr. (printing), West Virginia School, Romney, W. Va.
Renfro, Mrs. Elizabeth G. (primary), Minnesota School, Faribault, Minn.
Reynolds, E. N. (horticulture), Nebraska Institute, Omaha, Neb.
Reynolds, Gertrude A., Northern New York Institution, Malone, N. Y.
Rhodes, Elizabeth (oral), Wisconsin School, Delavan, Wis.
Rhyne, Mary (sewing and domestic work), Florida School, St. Augustine, Fla.
Rice, Delia Delight (deaf-blind), Wisconsin School, Delavan, Wis.
Rice, Elizabeth (oral), Missouri School, Fulton, Mo.
Richards, Anna M., Pennsylvania Oral School, Scranton, Pa.
Richards, Laura De L. (Principal), Rhode Island Institute, Providence.
Richards, Mrs. Laura F. (oral), Illinois School, Jacksonville, Ill.
Richards, Sibyl B., Rhode Island School, Providence, R. I.
Richardson, Louise (oral), Texas School, Austin, Texas.
Richardson, P. L. (printing), Texas School, Austin, Texas.

- Rideout, H. I. (painting and decorating), Louisiana Institute, Baton Rouge, La.
- Rider, Edward C. (Superintendent), Northern New York Institution, Malone, N. Y.
- Riedle, Anna M. (oral), Tennessee School, Knoxville, Tenn.
- Riggle, Mrs. F. E. (manual), Arkansas Institute, Little Rock, Ark.
- Riggs, K. Theo. (oral), Kentucky School, Danville, Ky.
- Ripley, Julia, Louisiana Institute, Baton Rouge, La.
- Rives, Robert M., B. A. (manual), Texas School, Austin, Texas.
- Roach, Lula (sewing), Texas School, Austin, Texas.
- Roberts, Emma (oral), Indiana Institution, Indianapolis, Ind.
- Roberts, Linnaeus (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
- Roberts, Osce (manual and printing), Alabama School, Talladega, Ala.
- Robie, Alice V. (Principal), Ashland School, Ashland, Wis.
- Robie, Grace L. (articulation), New York Institution, Washington Heights, New York, N. Y.
- Robinson, Albert (carpentry), Mackay Institution, Montreal, P. Q.
- Robinson, Grace W., American School, Hartford, Conn.
- Robinson, Louise S. (primary), Pennsylvania Institution, Mt. Airy, Pa.
- Robinson, Warren, M. A. (manual), Wisconsin School, Delavan, Wis.
- Roenitz, Mary Emma, St. Joseph's Institute, Brooklyn, N. Y.
- Rogers, Augustus, M. A. (Superintendent), Kentucky Institution, Danville, Ky.
- Rogers, Henry B. (baking), Nebraska School, Omaha, Neb.
- Rogers, David S., B. A. (manual), Kansas School, Olathe, Kans.
- Rogers, Grace A. (articulation), Maryland School for Colored, Baltimore, Md.
- Rogers, J. F. (painting), Nebraska Institute, Omaha, Neb.
- Rogers, Martha, North Dakota School, Devils Lake, N. D.
- Rogers, Thomas J. (penmanship), Illinois School, Jacksonville, Ill.
- Romana, Sister Mary, Boston School, Randolph, Mass.
- Root, Belle (sewing), Kentucky Institution, Danville, Ky.
- Roper, Annie M., Gallaudet School, St. Louis, Mo.
- Ross, Belle S. (physical culture), Utah School, Ogden, Utah.
- Ross, Edyth (oral), Kansas School, Olathe, Kans.
- Roth, Louis A., B. A. (printing), Minnesota School, Faribault, Minn.
- Rothert, Henry W. (Superintendent), Iowa School, Council Bluffs.
- Rowland, Thomas A. (carpentry), Tennessee School, Knoxville, Tenn.
- Rucker, James T. (Principal), West Virginia School, Romney, W. Va.
- Ruckley, Maude, Mackay Institution, Montreal, P. Q.
- Rufina, Sister (manual), Female Institution, Montreal, P. Q.
- Ruggles, Jennie Louise (articulation), New York Institution, Washington Heights, New York, N. Y.
- Runde, Winfield Scott, B. A., North Dakota School, Devils Lake, N. D.

- Runde, Mrs. W. S. (drawing and raffia), North Dakota School, Devils Lake, N. D.
Russel, Margaret (oral), Illinois School, Jacksonville, Ill.
Russell, Arthur L. (Assistant Physical Director), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Russell, Grace I., Rhode Island Institute, Providence, R. I.
Ryan, David, Jr. (manual), Iowa School, Council Bluffs, Iowa.
Ryan, Mary J., St. Joseph's Institution, West Chester, N. Y.
- St. Clair, Flora C., Chicago Schools, Chicago, Ill.
Sallee, Margaret L. (primary), Pennsylvania Institution, Mt. Airy, Pa.
Sallis, Gussie (colored department), Mississippi Institution, Jackson.
Samuel, Claudia (colored department), Florida School, St. Augustine.
Sanford, Harriet I., Manistee School, Manistee, Mich.
Sanxay, Olive (manual), Indiana Institution, Indianapolis, Ind.
Satterthwaite, Estella (history and the sciences), Western New York Institution, Rochester, N. Y.
Saul, Katharine Partridge (Principal, oral department), Missouri School, Fulton, Mo.
Saunders, Susan (dressmaking and sewing), Montana School, Boulder.
Sauter, Emily E. (oral), Montana School, Boulder, Mont.
Seanon, Miss M. (manual), West Virginia School, Romney, W. Va.
Schaffer, Anna E. (Inspector of Wisconsin Schools), Madison, Wis.
Scheetz, Mary E. (manual), Minnesota School, Faribault, Minn.
Scherer, Mrs. Lizzie (sewing), Nebraska Institute, Omaha, Neb.
Schetky, Mary E. (physical training), Home for Training in Speech, Philadelphia, Pa.
Schiffer, Josephine (cooking), Indiana Institution, Indianapolis, Ind.
Schilling, Alice C., Chicago Schools, Chicago, Ill.
Schmelz, George C. (bookbinding), Ohio Institution, Columbus, O.
Schneider, Wilhelm F., B. A., Oregon School, Salem, Ore.
Schoolfield, A. T. (oral), Montana School, Boulder, Mont.
Schoolfield, George T. (manual), Kentucky Institution, Danville, Ky.
Schory, Albert H., B. A. (intermediate), Ohio Institution, Columbus, O.
Schrock, Nellie J. (Supervising Teacher, kindergarten), Indiana Institution, Indianapolis, Ind.
Schuit, Baren van der (horticulture), Utah School, Ogden, Utah.
Schumacher, Margaret (primary), Ohio Institution, Columbus, O.
Schwartz, William H. (floriculture), Ohio Institution, Columbus, O.
Schwegler, Ida (history and grammar), Cincinnati Oral School, Ohio.
Schwiz, John (manual), Minnesota School, Faribault, Minn.
Schwiz, Mrs. Sigrid (cooking), Minnesota School, Faribault, Minn.
Scott, Wirt A., M. A. (manual), Texas School, Austin, Texas.
Scott, Mrs. Wirt A. (oral), Texas School, Austin, Texas.
Seaton, Charles D., B. A. (manual), West Virginia School, Romney.

- Seitz, John W. (printing), Montana School, Boulder, Mont.
 Seliney, Fort Lewis, M. A., Central New York Institution, Rome, N. Y.
 Sellars, Ella (dressmaking), Ohio Institution, Columbus, O.
 Sensenig, Barton, B. S. (mathematics, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Sharp, B. Howard, New Jersey School, Trenton, N. J.
 Shaw, Caroline, Traverse City School, Traverse City, Mich.
 Shaw, Mary B., Institution for Improved Instruction, New York, N. Y.
 Sheehan, Margaret (housekeeping), St. Joseph's Institute, Fordham.
 Sheldon, Miss E. W. (sloyd), New England Industrial School, Beverly.
 Shelley, Katharine C., St. Joseph's Institute, Fordham, N. Y.
 Shelton, Agnes (oral), Mississippi Institution, Jackson, Miss.
 Sherar, Mrs. Lizzie (sewing), Nebraska Institute, Omaha, Neb.
 Sheridan, Mary J., B. A. (manual), Illinois School, Jacksonville, Ill.
 Sheridan, Thomas, B. A. (advanced manual), Minnesota School, Faribault, Minn.
 Sherman, Isaac (tailoring), New York Institution, Washington Heights, New York, N. Y.
 Sherman, Marguerite (sewing and cooking), American School, Hartford.
 Shermer, Charlotte, Sparta School, Sparta, Wis.
 Shideler, Fannie B. (manual), Indiana Institution, Indianapolis, Ind.
 Shirley, Edna, Mackay Institution, Montreal, P. Q.
 Shortle, Mabel (oral), Michigan School, Flint, Mich.
 Sigler, Mrs. Lou (Principal), Grand Rapids School, Grand Rapids, Mich.
 Simpson, Mary A., Home for Training in Speech, Philadelphia, Pa.
 Simpson, Mrs. Mary L. (primary), South Dakota School, Sioux Falls.
 Sitton, Emma, Nebraska School, Omaha, Neb.
 Sloan, Lida (oral), West Virginia School, Romney, W. Va.
 Sloan, Louise (deaf-blind), Colorado School, Colorado Springs, Colo.
 Smith, Mrs. Alice N. (manual), Minnesota School, Faribault, Minn.
 Smith, Caroline R. (Head Teacher, oral department), Iowa School, Council Bluffs, Iowa.
 Smith, Fannie M., Rhode Island School, Providence, R. I.
 Smith, Florence G. S. (articulation), New York Institution, Washington Heights, New York, N. Y.
 Smith, Ina M., San Francisco School, San Francisco, Cal.
 Smith, James L., M. A., Lit. D. (advanced manual), Minnesota School, Faribault, Minn.
 Smith, Jennie C. (Principal), Eau Claire School, Eau Claire, Wis.
 Snader, Anna (primary), Ohio Institution, Columbus, O.
 Snyder, Harry D. (manual), Illinois School, Jacksonville, Ill.
 Soeller, B. (carpentry and masonry), St. John's Institute, St. Francis, Wis.
 Sorenson, Sara B., Milwaukee School, Milwaukee, Wis.
 Sorrenson, Lillian M. (art), Wisconsin School, Delavan, Wis.

- Sowell, James W., M. A. (mathematics), Nebraska Institute, Omaha.
Spaight, Augusta, Manitoba Institution, Winnipeg, Man.
Sparrow, Rebecca E. (articulation), Western New York Institution,
Rochester, N. Y.
Spencer, Mrs. Bettie B., Milwaukee School, Milwaukee, Wis.
Spencer, Margaret J. (kindergarten), Indiana Institution, Indianapolis.
Spencer, Mary A. (manual), Michigan School, Flint, Mich.
Spills, Adelaide (physical culture), Cincinnati Oral School, Cincinnati.
Sprague, Sarah T., American School, Hartford, Conn.
Spruit, Cornelius (manual), Illinois School, Jacksonville, Ill.
Stannard, Martha R., Wright Oral School, New York, N. Y.
Stearns, Laura J. (primary), Pennsylvania Institution, Mt. Airy, Pa.
Stebler, O. J. (painting), Western Pennsylvania Institution, Edgewood
Park, Pa.
Steelman, Anna B. (primary oral), Ohio Institution, Columbus, O.
Steidemann, Clara L., Gallaudet School, St. Louis, Mo.
Steinke, Agnes (oral), Iowa School, Council Bluffs, Iowa.
Steinke, Elsie M. (oral), Wisconsin School, Delavan, Wis.
Stephenson, Elizabeth, Elgin School, Elgin, Ill.
Stevens, Mattie (sewing), Alabama School, Talladega, Ala.
Stevenson, Estelle, Cleveland School, Cleveland, O.
Stevenson, Jane A., Milwaukee School, Milwaukee, Wis.
Stevenson, Margaret J. (oral), Kansas School, Olathe, Kans.
Stevenson, Miriam M. (millinery and embroidery), New Jersey School,
Trenton, N. J.
Steward, James M. (intermediate oral), Ohio Institution, Columbus, O.
Stewart, George F., Ontario Institution, Belleville, Ontario, Canada.
Stewart, James M., B. A. (manual), Michigan School, Flint, Mich.
Stewart, Mrs. Josephine T. (manual), Michigan School, Flint, Mich.
Stewart, Naomi (domestic science), Arkansas Institute, Little Rock, Ark.
Stewart, Reuben E., M. A. (Superintendent and Principal), Nebraska
Institute, Omaha, Neb.
Stewart, Stella (primary), Pennsylvania Institution, Mt. Airy, Pa.
Stewart, William J. (Principal), New Brunswick School, St. John, N. B.
Stinson, Carrie, North Carolina School, Morganton, N. C.
Stone, Elizabeth A. (intermediate), Pennsylvania Institution, Mt. Airy.
Stone, George F., Ph. B., American School, Hartford, Conn.
Stout, Mrs. K. R. N., Virginia School, Staunton, Va.
Stowell, Laura A. (domestic science), Calumet School, Calumet, Mich.
Strickland, Elizabeth H., Institution for Improved Instruction, N. Y.
Stryker, Grace H. (articulation), New York Institution, Washington
Heights, New York, N. Y.
Stryker, Lena A. (kindergarten, articulation), New York Institution,
Washington Heights, New York, N. Y.
Stubbs, James C. (cabinet-making), Maryland School, Frederick, Md.

- Suess, Charles (shoemaking), Minnesota School, Faribault, Minn.
 Sullivan, Andrew J., B. A. (manual), Louisiana Institute, Baton Rouge.
 Sullivan, Anna (Principal), Fond du Lac School, Fond du Lac, Wis.
 Summers, Carrie H., Institution for Improved Instruction, New York.
 Summers, Sarah L. D., Institution for Improved Instruction, New York.
 Suso, Sister Mary (Directress), St. Joseph's Institute, South St. Louis.
 Sutherland, Leela M. (kindergarten), Western New York Institution, Rochester, N. Y.
 Suttka, Charles (tailoring), Kentucky Institution, Danville, Ky.
 Swann, Kate (needlework), Mississippi Institution, Jackson, Miss.
 Swink, W. C. (wood-working), South Carolina Institution, Cedar Spring.
- Taft, Carolyn G. (oral), Illinois School, Jacksonville, Ill.
 Taft, Grace Emily (oral), Illinois School, Jacksonville, Ill.
 Taliaferro, Clara C. (articulation), Kendall School, Washington, D. C.
 Tate, James N., M. A., LL. D. (Superintendent), Minnesota School, Faribault, Minn.
 Taylor, Annah Stopps, McCowen Oral School, Chicago, Ill.
 Taylor, Bernice (oral), Texas School, Austin, Texas.
 Taylor, Carleton W. (oral), Illinois School, Jacksonville, Ill.
 Taylor, Miss Charlie (manual), Texas School, Austin, Texas.
 Taylor, Elizabeth, Oklahoma Institute, Guthrie, Okla.
 Taylor, Elizabeth R. (Principal), Maine School, Portland, Me.
 Taylor, Ellen E., Cleveland School, Cleveland, O.
 Taylor, Harris (geography and history, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Taylor, H., Halifax Institution, Halifax, N. S.
 Taylor, Helen C. (oral), Kentucky Institution, Danville, Ky.
 Taylor, Mrs. Jean McN. (oral), Illinois School, Jacksonville, Ill.
 Taylor, Martha M., Maine School, Portland, Me.
 Taylor, Nellie M. (manual and oral), Alabama School, Talladega, Ala.
 Taylor, W. E., M. A. (oral), Texas School, Austin, Texas.
 Taylor, Mrs. W. E. (oral), Texas School, Austin, Texas.
 Teegarden, George M., B. A. (manual), Western Pennsylvania Institution, Edgewood Park, Pa.
 Temple, Mrs. Sara Small, Rockford School, Rockford, Ill.
 Templeton, Miss S., Ontario Institution, Belleville, Ontario, Canada.
 Teresa, Sister M. Austin, Le Couteulx St. Mary's Institution, Buffalo.
 Terrill, Mrs. J. G., Ontario Institution, Belleville, Ontario, Canada.
 Thackston, Mrs. M. M. (oral), South Carolina Institution, Cedar Spring.
 Thayer, Fannie E. (oral), Michigan School, Flint, Mich.
 Thedinga, Mary Etta (sloyd and domestic science), Colorado School, Colorado Springs, Colo.
 Théophile, Sister (cooking), Female Institution, Montreal, P. Q.
 Théophile de Sébaste, Sister (oral), Female Institution, Montreal, P. Q.

- Thew, Jessie L., Detroit School, Detroit, Mich.
Thomas, Mrs. Ida E., Central New York Institution, Rome, N. Y.
Thomas, J. W. (oral), Kansas School, Olathe, Kans.
Thomas, Olivia (oral), Texas School, Austin, Texas.
Thomas de Cantorbéry, Sister (manual), Female Institution, Montreal.
Thomason, Mrs. I. M. (manual), South Carolina Institution, Cedar Spring, S. C.
Thomason, Pattie, Florida School, St. Augustine, Fla.
Thompson, Anne C., Wright Oral School, New York, N. Y.
Thompson, A. J. (manual), West Virginia School, Romney, W. Va.
Thompson, Edwin Stanley, M. A. (geography, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Thompson, Emma Ross (Teacher-in-charge, primary department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Thompson, Fannie (oral), North Carolina School, Morganton, N. C.
Thompson, Frances (manual), Indiana Institution, Indianapolis, Ind.
Thompson, Howard Edgar (Normal Student), Gallaudet College, Washington, D. C.
Thompson, L. L. (carpentry), Washington State School, Vancouver.
Thompson, Louisa K., Cleveland School, Cleveland, O.
Thompson, Mary H. (geography), Horace Mann School, Boston, Mass.
Thompson, Richard T. (manual), Kansas School, Olathe, Kans.
Thompson, Sarah (cooking), Kansas School, Olathe, Kans.
Thompson, Zach. B. (printing), Iowa School, Council Bluffs, Iowa.
Thornberry, W. M. (manual), Texas School, Austin, Texas.
Thornton, Mary Eugenia, B. S. (Normal Fellow), Gallaudet College, Washington, D. C.
Throckmorton, Helen G. (grade work, primary department), Clarke School, Northampton, Mass.
Thurber, Amey (articulation), New York Institution, Washington Heights, New York, N. Y.
Tillinghast, David R. (manual), North Carolina School, Morganton.
Tillinghast, Edward S., B. A. (manual), Kentucky Institution, Danville, Ky.
Tillinghast, Robina (oral), North Carolina School, Morganton, N. C.
Tillinghast, Thomas H., North Carolina School, Raleigh, N. C.
Tilson, Mary D., New Jersey School, Trenton, N. J.
Tilton, William I., B. A. (manual), Illinois School, Jacksonville, Ill.
Tingley, Elizabeth Scott (primary), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Toney, Mary E. (manual), Alabama School, Talladega, Ala.
Torrens, Margaret A., St. Joseph's Institute, West Chester, N. Y.
Towler, Mary K. (oral), Mississippi Institution, Jackson, Miss.
Townsend, Allis M. (kindergarten, articulation), New York Institution, Washington Heights, New York, N. Y.

- Townsend, Mildred (deaf-blind), Texas School, Austin, Texas.
 Townsend, Wm. A. (shoemaking), North Carolina School, Morganton.
 Tracy, H. Lorraine, B. A. (manual department and printing), Louisiana Institute, Baton Rouge, La.
 Traynor, Margaret (cooking), St. Joseph's Institute, Brooklyn, N. Y.
 Trepanier, Rev. Canon F. X. (Chaplain), Female Institution, Montreal, P. Q.
 Tripp, George F. (cabinet-making), Mississippi Institution, Jackson.
 Tripp, Sally B. (arithmetic), Horace Mann School, Boston, Mass.
 Trout, Gay, Virginia School, Staunton, Va.
 Trout, Hattie (cooking), Virginia School, Staunton, Va.
 Tuck, Louis C., M. A. (advanced manual), Minnesota School, Faribault.
 Tucker, Bessie A. (language), Oral School, Cincinnati, O.
 Tucker, Mary P. (oral), Maryland School, Frederick, Md.
 Turner, Minnette M. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
 Turriff, Lily J. (manual), Manitoba Institution, Winnipeg, Manitoba.
 Tyler, Julia V. M. (articulation), Virginia School, Staunton, Va.
- Uhlig, H. D. (arithmetic, drawing, caligraphy), Evangelical Lutheran Institute, North Detroit, Mich.
 Unkart, Gustava, Central New York Institution, Rome, N. Y.
 Unkart, Mary E., Northern New York Institution, Malone, N. Y.
 Upham, N. Louise (grade work, primary department), Clarke School, Northampton, Mass.
 Upperman, Sallie A. (oral), North Carolina School, Raleigh, N. C.
- Vail, Helen C., New Jersey School, Trenton, N. J.
 Vail, Sidney J. (manual), Indiana Institution, Indianapolis, Ind.
 Valeria, Sister M. (Principal), St. Joseph's School, Oakland, Cal.
 Valerian, Sister Mary, Boston School, Randolph, Mass.
 Van Adestine, Elizabeth (Principal), Detroit School, Detroit, Mich.
 Van Adestine, Gertrude (Principal), Calumet School, Calumet, Mich.
 Van Benscoten, Irene (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
 Vandegrift, Edith, B. A. (manual), Minnesota School, Faribault, Minn.
 Van Dusen, Katherine Grace, Pennsylvania Oral School, Scranton, Pa.
 Van Ingen, Elizabeth (articulation), Western New York Institution, Rochester, N. Y.
 Vannoy, Dolly (kindergarten), Indiana Institution, Indianapolis, Ind.
 Van Tassell, William Henry (military tactics), New York Institution, Washington Heights, New York, N. Y.
 Vaughan, Sergeant, Halifax Institution, Halifax, N. S., Canada.
 Veditz, George W., M. A. (manual), Colorado School, Colorado Springs.
 Veditz, Mrs. G. W. (deaf-blind), Colorado School, Colorado Springs.

Von Schuckman, Frieda (kindergarten sewing), Institution for Improved Instruction, New York, N. Y.

Walker, Albert H., B. A. (Principal, Literary Department), Florida School, St. Augustine, Fla.

Walker, E. W. (Superintendent), Wisconsin School, Delavan, Wis.

Walker, Frances B. (primary), Ohio Institution, Columbus, O.

Walker, Horace E., B. A., Tennessee School, Knoxville, Tenn.

Walker, John P., M. A. (Superintendent), New Jersey School, Trenton, N. J.

Walker, Mary F. (manual and oral), Alabama School, Talladega, Ala.

Walker, Newton F. (Superintendent), South Carolina Institution, Cedar Spring, S. C.

Walker, S. Tefft, M. A. (Superintendent), Louisiana Institute, Baton Rouge, La.

Walker, W. Laurens, B. A. (Principal), South Carolina Institution, Cedar Spring, S. C.

Walkup, Jane (dressmaking), Virginia School, Staunton, Va.

Walters, Katharine R. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.

Walton, Idella (oral), Illinois School, Jacksonville, Ill.

Ward, Frances (dressmaking), Ephpheta School, Chicago, Ill.

Warnock, William E. (carpentry), Pennsylvania Institution, Mt. Airy.

Warren, Josephine P., Georgia School, Cave Spring, Ga.

Washington, Edna (oral), Missouri School, Fulton, Mo.

Waters, Clara (manual), Missouri School, Fulton, Mo.

Watkins, Margaret (Head Teacher, second intermediate), Iowa School, Council Bluffs, Iowa.

Watson, Mrs. Cecilia (manual), Washington State School, Vancouver.

Watson, James (Superintendent), Washington State School, Vancouver, Wash.

Watts, Samuel S. (shoemaking), North Carolina School, Raleigh, N. C.

Weaver, James A., Utah School, Ogden, Utah.

Weaver, R. S. (carpentry and painting), Virginia School, Staunton, Va.

Weaver, Stella E. (speech and physical training), Horace Mann School, Boston, Mass.

Webber, Julia (dressmaking), Missouri School, Fulton, Mo.

Webster, Lettie R., B. A. (manual), Texas School, Austin, Texas.

Weeks, William H., American School, Hartford, Conn.

Weidemeyer, A. (sewing, fancy-work, and housework), German Evangelical Lutheran Institute, North Detroit, Mich.

Welsh, Eugenia T. (oral), North Carolina School, Morganton, N. C.

Weltmer, Frank W. (tailoring), Pennsylvania Institution, Mt. Airy.

West, Emma F. (speech and speech-reading, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.

- Westervelt, Zenas Freeman, LL. D. (Superintendent and Principal), Western New York Institution, Rochester, N. Y.
- Westfall, Ida B. (manual), Indiana Institution, Indianapolis, Ind.
- Wettstein, Frances (Principal), Milwaukee School, Milwaukee, Wis.
- Weyerman, Robert (shoemaking), Texas School, Austin, Texas.
- Whalen, Walter (shoemaking), New Jersey School, Trenton, N. J.
- Wharton, Lula E. (oral), Mississippi Institution, Jackson, Miss.
- Wheeler, Frank R., M. A. (manual), Minnesota School, Faribault.
- Whipple, Nathan F. (articulation), California Institution, Berkeley.
- White, Alice M. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
- White, Annie E. (grade work, primary department), Clarke Institution, Northampton, Mass.
- White, Cyrus E., M. A. (oral), Minnesota School, Faribault, Minn.
- White, Miss M. E. (physical culture), South Carolina Institution, Cedar Spring, S. C.
- White, Marie M., American School, Hartford, Conn.
- Whitney, Mary C. (geography and English), Clarke School, Northampton, Mass.
- Whitney, Mary M., B. A. (oral), Iowa School, Council Bluffs, Iowa.
- Wickham, L. A. (shoemaking), Maryland School, Frederick, Md.
- Wilcox, Gertrude, Mystic Oral School, Mystic, Conn.
- Wilcox, Rachel M. (United States history), Clarke School, Northampton, Mass.
- Wilcoxson, Florence (oral), Iowa School, Council Bluffs, Iowa.
- Wilde, Ida M. (industrial), Mystic Oral School, Mystic, Conn.
- Wilfred, Sister Mary, Boston School, Randolph, Mass.
- Wilkie, Theo. (photo-engraving), Manitoba Institution, Winnipeg.
- Wilkins, Elizabeth P. (oral), Illinois School, Jacksonville, Ill.
- Wilkinson, Warring, M. A., L. H. D. (Principal), California Institution, Berkeley, Cal.
- Willcox, Susie (domestic science), Georgia School, Cave Spring, Ga.
- Willhoyte, F. L., 825 South Wilson avenue, Columbus, O.
- William, Sister Mary, Boston School, Randolph, Mass.
- Williams, Mrs. Alice V. (domestic science), North Carolina School, Raleigh, N. C.
- Williams, Mrs. Blanche Wilkins (dressmaking and fancy work), North Carolina School, Raleigh, N. C.
- Williams, Charles N., M. A. (Supervisor), North Carolina School, Raleigh, N. C.
- Williams, E. Belle, Central New York Institution, Rome, N. Y.
- Williams, Fanny, Chicago Schools, Chicago, Ill.
- Williams, Grace C. (intermediate), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Williams, Jane E., Northern New York Institution, Malone, N. Y.

- Williams, Job, M. A., L. H. D. (Principal), American School, Hartford.
Williams, J. Brent (printing), Missouri School, Fulton, Mo.
Williams, J. H. W., B. S. (manual), Texas School, Austin, Texas.
Williams, J. W., Virginia School, Staunton, Va.
Williams, Katherine (oral), Wisconsin School, Delavan, Wis.
Williams, Kate D. (language and reading), Horace Mann School, Boston, Mass.
Williams, Mary (oral), Wisconsin School, Delavan, Wis.
Williams, Maud C. (primary), Pennsylvania Institution, Mt. Airy.
Williamson, Mary M. (manual), Michigan School, Flint, Mich.
Willits, Charlotte, Detroit School, Detroit, Mich.
Willoughby, J. Evelyn (grade work, intermediate department), Clarke School, Northampton, Mass.
Wilson, Anna, St. Joseph's Institute, West Chester, N. Y.
Wilson, David (shoemaking), Kentucky Institution, Danville, Ky.
Wilson, Mrs. H. B., Virginia School, Staunton, Va.
Wilson, Marti Keen, Northern New York Institution, Malone, N. Y.
Winston, Mrs. Laura A. (Lady Principal), North Carolina School, Morganton, N. C.
Winston, Matie (oral), Wisconsin School, Delavan, Wis.
Wirgman, Edna J. (manual), West Virginia School, Romney, W. Va.
Wittenmeier, Olga C. (primary oral), Ohio Institution, Columbus, O.
Witter, Ruth (speech), Clarke School, Northampton, Mass.
Wittig, Meta C., Rock Island School, Rock Island, Ill.
Woessner, Christian (carpentry, cabinet-making, painting and glazing), Institution for Improved Instruction, New York, N. Y.
Wood, Bardsley (brick and stone laying and plastering), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Wood, Mary R., New Jersey School, Trenton, N. J.
Wood, S. Catherine (manual), Illinois School, Jacksonville, Ill.
Wood, S. Frances (oral), Illinois School, Jacksonville, Ill.
Woodall, Rhoda (sewing), Illinois School, Jacksonville, Ill.
Woodbury, Max W. (literary department and art), Utah School, Ogden.
Woodcock, Nelle (literary and physical culture), Mystic Oral School, Mystic, Conn.
Woodington, C. (gardening), Kansas School, Olathe, Kans.
Woodworth, Lillian (oral, colored school), Kentucky Institution, Danville, Ky.
Woodworth, Mary, Prescott School, Chicago, Ill.
Worcester, Margaret J., Institution for Improved Instruction, N. Y.
Wright, Adam W. (calisthenics), Maine School, Portland, Me.
Wright, C. W. (manual), Georgia School, Cave Spring, Ga.
Wright, Frank R., South Dakota School, Sioux Falls, S. D.
Wright, Frederick Starr, B. A., Wright Oral School, New York, N. Y.
Wright, Grace L., M. A. (history, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.

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Wright, John Dutton, M. A. (Principal), **Wright Oral School, New York.**
Wright, Walter E. (printing), **Central New York Institution, Rome.**
Wyand, E. Clayton, B. A. (manual), **Maryland School, Frederick, Md.**
Wyckoff, Edith (oral), **Illinois School, Jacksonville, Ill.**
Wynn, E. Agnes (kindergarten), **St. Joseph's Institute, Brooklyn.**

Yale, Caroline A., LL. D. (Principal), **Clarke School, Northampton.**
Yates, Frank B. (Superintendent), **Arkansas Institute, Little Rock.**
Yeager, Mrs. Anne H. (manual), **Kentucky Institution, Danville, Ky.**
Yendes, Candace A. (oral), **Western Pennsylvania Institution, Edgewood Park, Pa.**
Yoe, Hattie E. (manual), **Kansas School, Olathe, Kansas.**
Young, Alexina E., McCowen Oral School, **Chicago, Ill.**
Young, Belle (primary oral), **Ohio Institution, Columbus, Ohio.**
Young, Elizabeth R. (arithmetic, advanced department), **Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.**
Young, Julia M. (manual), **Maryland School, Frederick, Md.**
Young, Kitty, **Rhode Island Institute, Providence, R. I.**
Young, Louisa T., **Montreal, P. Q.**
Young, Mrs. Mary C. (manual), **Mississippi Institution, Jackson, Miss.**
Young, Minnie B. (primary), **Ohio Institution, Columbus, Ohio.**

Zane, Mary S., **Home for Training in Speech, Philadelphia, Pa.**
Zassenhaus, Mary, **Eau Claire School, Eau Claire, Wis.**
Zell, Ernest (art), **Ohio Institution, Columbus, Ohio.**
Zimmerman, Bessie H. (cooking), **Maryland School, Frederick, Md.**
Zorn, William H., B. A. (primary), **Ohio Institution, Columbus, Ohio.**

THE ROUND-TABLE MEETING OF THE SPECIAL EDUCATIONAL SECTION OF WISCONSIN TEACHERS, DECEMBER 29, 1904.

SINCE the institution of the inspectorship of schools for the deaf in Wisconsin in 1900, teachers of the deaf here have been brought into closer contact with the teaching forces of the State by means of the "Round-Table" meetings of teachers of the deaf in conjunction with the meeting of the State Teachers' Association. This close union was intensified by the election last year of Mr. E. W. WALKER, Superintendent of the State School for the Deaf at Delavan, as President of the State Association.

In the programme of this year's meeting, the teachers of the State were given an idea of the work carried on at Delavan by a demonstration of the education of the deaf-blind by Miss DELIA D. RICE, with one of her charges, Eva Halliday.

This year the Round-Table Meeting included not only those interested in the deaf but also those connected with schools for the blind and the feeble-minded. It was named the Special Educational Section, and met in the lecture-room of the Baptist Church, corner of 17th and Wells Street, Milwaukee, on Thursday afternoon, December 29. There were present a large number of teachers of the deaf and the hearing, the heads of several State institutions, and a number of county and city superintendents.

Those who had not seen the acousticon in the Electricity Building of the World's Fair at St. Louis last summer were given an opportunity to witness a demonstration with the instrument by Miss CORNELIA BINGHAM, of the McCowen Oral School for the Deaf, in connection with a paper on Auricular Training. In introducing the subject, Miss Bingham stated that the McCowen School had originally been established as a school for the semi-deaf. In striving to develop the hearing of these children, speaking tubes and other devices had been used until a year ago, when they gave the acousticon a trial. This trial resulted in the adoption of this instrument as the most serviceable for school purposes as a sound intensifier, permitting the teacher to speak to the class in a moderate tone of voice.

Miss Bingham presented a pupil of the school who had upon his admission to the school been unable to utter a word, the parents also declaring him to be totally deaf. In the exhibition following it was shown that the boy was able to hear Miss Bingham speak in an ordinary tone of voice without the use of the acousticon, the boy's back being

turned to the speaker. With the use of the acousticon the boy was able to understand speech in a low tone. This intensifying of sound, Miss Bingham declared, saved the teacher the strain and effort of loud speaking.

Through exercise and training the child would acquire a knowledge of variations in pitch from high to low, a recognition of rhythm or time and movement, the appreciation of harmony and discord, and a repertoire of songs which he recognizes and enjoys, but all this through feeling instead of hearing.

A club-swinging exercise was given by five girls of the Milwaukee Day-School for the Deaf under the direction of Mrs. BETTIE SPENCER.

A paper on "How Best Equip the Deaf for a Useful Life," by Miss ELSIE STEINKE, of Delavan, was then read. As this paper will be printed in a future number of the *Annals*, it is not reported here.

In the discussion following, Miss ANNA E. SCHAFER, Inspector of Wisconsin Schools for the Deaf, called attention to Mr. George L. Porter's excellent article on "The Deaf in Business" in vol. xlvi, pp. 141-149, of the *Annals*, stating that a perusal of the article in question would show the high point of excellence which our American system of educating the deaf had attained.

Mr. LEVERENZ, of Sheboygan, spoke of the successful work in his home town of different graduates of the State Institution at Delavan and of the Sheboygan Day-School.

Miss JENNIE C. SMITH, of Eau Claire, stated that the deaf boys and girls in her school were often complimented on their splendid work in manual training and domestic science.

MARTHA HERWIG, a pupil of the Milwaukee Day-School, then recited Bryant's "A New Year's Eve."

Mr. A. J. WINNIE, of Racine, followed with a paper on the topic "What a Study of the Deaf Child will do for the

Hearing Child." As superintendent of the city schools of Racine, which maintains a day-school for the deaf, Mr. Winnie has always evinced a keen interest in this department of his school system. His remarks bore evidence of keen observation and a close study of human nature. He said in part:

"To those making their first visit to a school for the deaf there comes a feeling of deepest pity for these afflicted ones, and often with tears in the eyes and a tremor in the voice they are heard to say 'I am so sorry for them.'

"But upon a closer acquaintance with the boys and girls of this school and the vast amount of good they are receiving here, this first emotion of helpless pity gives place to a live sympathy, which makes one desire to get closer to these children and help a little if possible to enlarge their narrow horizon. It is this sympathy toward her pupils that has so inspired the teacher of the deaf that she has accomplished that which to the observer appears almost miraculous.

"Since growth comes from experience, would not the teacher of the defective child, from the very nature of her work, develop a broad sympathy which would make her a desirable teacher for the ordinary child?

"Not until the teacher secures the confidence of her pupils and makes them feel that in her they have a firm friend and helper, will she be able to secure the best results.

"So the first lesson we may draw from the study of the deaf child, and one which must be learned by the teacher of the normal child, is the necessity of genuine sympathy for her pupils.

"Through this close sympathetic contact very often the cause of the dullness or indifference of some pupils is discovered to be some physical disorder, as defective sight or hearing. Being in possession of this information, the teacher is able to adapt her instruction to these particular cases

and soon wins their confidence, for they now understand that at last their teacher knows that which they were too sensitive to tell her.

"As one visits a deaf school from time to time, one thing that impresses him forcibly is the amount of patience displayed by the teacher. I have seen her go over and over the same kind of work day after day, and appear happy and contented when I could see very little improvement. The progress is sometimes very slow, even with the best material, but no giving way to impatience or discouragement is seen. Patience is another one of their secrets of success.

"I believe that the development of this quality, through a practical study of this work, would make a teacher better prepared to manage a roomful of hearing children.

"The teacher of the deaf can do nothing without the closest attention of her pupils. To secure this she must be wide-awake and enthusiastic; she must possess strong natural vigor and inspiration. So also should it be with the hearing teacher. Many times she is not careful enough to see that all are giving attention, and hence to some the recitation is a failure. * * *

"Again, the study of the defective child affords an opportunity to determine the relative values of sense training, which will be of great service to the teacher of the natural child. It would enable her to plan her modes of presentation of instruction, so as to appeal to the eye and ear in such proportions as to bring the best results. For example, in planning a lesson she would be able to determine how much should be oral work and how much written or sight work.

"Too often the ordinary teacher takes it for granted that the child knows many things that he does not know. This the teacher of the deaf does not do, since the child's stock of knowledge at the most is so limited.

"She must be thoroughly familiar with what he already knows before she is ready to present new facts. This lesson of thoroughness is one of which we cannot afford to lose sight in our work with the normal child.

"To the teacher engaged in special education, psychology and pedagogy begin to have a real significance, and afford a source of help, perhaps hitherto very much neglected. Since the child's mental development is so hampered, it is much more necessary to study the psychical processes and the principles of pedagogy, so that no avenues of approach may be neglected through the employment of unscientific methods. This realization of the value of scientific methods and continued adherence to the same would give this teacher a broader comprehension of the situation were she to turn her attention to work with the ordinary child.

"The teacher of the deaf in most of her work finds it necessary, in order to give correct ideas, to employ objects in her presentation. True, much more of this is necessary with the defective child than with the hearing child, but should we not secure better results if we did more objective teaching? So, also, the special teacher finds it necessary in a great part of her work to dramatize or do simple sketching. Continual practice in these arts would give the teacher a greater power to make clear her instruction than she would possess had she not come in contact with the deaf child.

"Are not these excellent qualifications for a teacher of the hearing child?

"The teacher of the deaf has made a careful study of the anatomy and physiology of the throat and vocal organs. She is, therefore, in a position to know just what the child's difficulty in pronunciation is, and what to do in order to help him.

"Would not this knowledge and a study of the methods

employed for securing correct pronunciation and articulation be of great benefit to the teacher of the ordinary child? How often in the lower grades does the teacher experience difficulty in securing correct pronunciation, especially with children of foreign parentage. Often, too, foreign children can speak but a few words of English when they enter school. Certainly the practical knowledge of phonics as furnished by a study of the deaf would be of great assistance in teaching these children. * * *

"What has been said thus far has reference to benefits derived by hearing children from a study of the deaf by their teacher. But much benefit comes to the natural child through personal contact with the deaf child, on the playground and elsewhere. It develops the humane side of the child and tends to make him more regardful of the rights and feelings of those around him, elements of character so much needed in the world to-day.

"Lastly, the work done in the deaf school is largely with the individual. Although classes are conducted, still in order that she may be certain that her pupils understand her, the teacher spends much of her time in individual instruction.

"This lesson I consider as the most important of any furnished by a study of the deaf. The value of individual instruction in the hearing schools is becoming realized more and more, and the fame of the 'Batavia System' is spreading throughout the country, many cities having already adopted it. * * *

"In summing up, the study of the deaf child teaches: necessity of sympathy for those taught; the backwardness of pupils is often caused by physical defects; the necessity of the pupils' attention; the relative value of sense training; the danger of taking too much for granted; the realization of the importance of the principles of psychology and pedagogy; the value of objective teaching; the benefit of the

association of the deaf with the hearing children; and last, but of greatest importance, the system of individual instruction. * * *

"To one who observes the wonderful results obtained from the defective children the question arises, 'What may not I accomplish with children in possession of all their senses if I attempt it in the right manner and with the same determination and persistence as does the teacher of the deaf?' "

In discussing Mr. Winnie's paper, Mr. W. D. PARKER, former State Inspector of Schools for the Deaf, stated that observations at the Institution for the Blind at Janesville and the Institution for the Deaf at Delavan, extending through many years' residence in those cities, had led him to the conclusion that pedagogy had reached its highest perfection as an art in the education of the afflicted.

Mr. C. R. SHOWALTER, of the Institution for the Blind at Janesville, said that work with the afflicted trained us in a larger and broader field of sympathy.

The beauty of character of the blind child must be attributed to the fact that he receives his information through the hearing, while his power of concentration is developed by being trained to remember what he hears. The education of the blind is not drudgery, but happy work.

Mr. JAMES MELVILLE, of the Wisconsin Home and Farm School for Homeless and Neglected Boys, at Delafield, spoke of this recent philanthropic project as being based on the idea that it was better to form than to reform a boy.

Mr. A. J. INGLI, of Ellsworth, then spoke of the plan of the day-schools to secure legislation for providing board for non-resident pupils, and read a bill to be introduced at the present session of the legislature. The object of this bill is to empower the county board of any county in the State to pay board and necessary expenses of deaf pupils attending day-schools away from their homes, where these are unable to bear such expense.

All persons taking advantage of the rates for board or for reduced railroad transportation must either be members of the Convention or pay \$2.00 to the Treasurer of the Convention, showing his receipt for the same.

It is expected that the meeting of the Convention will continue for about a week. Superintendent Goodwin suggests that one or two excursions to places of interest near Morganton will be arranged for the pleasure of the members of the Convention.

It may be mentioned that the summer climate of western North Carolina is very salubrious and by no means oppressively warm. It is believed that the conditions under which the Convention will meet the coming summer will be such as to make it a most agreeable gathering.

The meeting of the National Educational Association, which some of the members of the Convention may wish to attend, will be held at Asbury Park on the 3d, 4th, 5th, and 6th of July. Those attending this meeting could then go directly from it to Morganton for the Convention.

Mr. J. W. Jones, Superintendent of the Ohio Institution, the Chairman of the Committee on the Normal Section, has been appointed Chairman of the Committee on Programme. All persons wishing to present papers or subjects for discussion are requested to communicate with Mr. Jones at an early day.

It is important that members of the Convention should inform Mr. Goodwin at Morganton, at as early a day as possible, of their intention to attend the meeting.

With cordial greetings from the Committee to the members of the Convention and to all engaged in the work of educating the deaf or interested therein, the hope is expressed that the Seventeenth Meeting may be one of more than ordinary interest.

E. M. GALLAUDET,
President of the Convention.

NOTICES OF PUBLICATIONS.

ARNOULD, LOUIS. *Une Ame en Prison. Troisième édition* [**A Soul in Prison. Third edition**]. Paris: H. Oudin. 1904. 8vo., pp. 172.

The first edition of this interesting sketch of the education of Marie Heurtin, a French girl deaf-blind from birth, was noticed in the *Annals*, vol. xlv, p. 451. The present edition is greatly enlarged, the number of pages being increased from 24 to 172. The additional matter consists of the history of the girl's education continued to 1904; some letters and compositions written by her; several elaborate articles concerning her from German, English, Dutch, and French periodicals; a descriptive and bibliographical list of the principal deaf-blind persons in the world (the American cases are taken from Mr. Wade's publications); "General Conclusions concerning the Deaf-Blind," by Mr. G. Riemann, of Berlin, Germany; "The First Steps in the Education of the Deaf-Blind," by Miss Dora Donald, of Sioux Falls, South Dakota (translated from Mr. Wade's "The Deaf-Blind"); and an appreciative letter from Mr. George Picot, Perpetual Secretary of the French Academy of Moral and Political Sciences.

The chief interest in the history of Marie Heurtin's education lies in the fact that she was both deaf and blind *from birth*.

Her intelligence was first aroused by means of the sign language; then she was taught by the manual alphabet and Braille print. She has studied arithmetic, geography, and history; has learned to read books with interest (for instance, Daudet's *Contes du Lundi*); and writes French in a clear and simple style.

FEHMERS, P. H. *Vijftig-Jarig Bestaan der Inrichting voor Doofstommen-Onderwijs te Rotterdam, op 6 Juni, 1904* [**The Semi-Centennial Anniversary of the Establishment of the Rotterdam School for the Deaf, June 6, 1904**]. Rotterdam: M. Wyt & Zonen. 1904. 8vo., pp. 45.

GAILLARD, HENRI. *La Situation des Sourds-Muets en France au Début du XXme Siècle* [The Situation of Deaf-Mutes in France at the Beginning of the Twentieth Century]. Paris: Aux bureaux de l'Echo des Sourds-Muets. 1904. 12mo., pp. 43.

In this pamphlet, which was prepared for the International Congress of the Deaf at St. Louis, Mr. Gaillard describes comprehensively and clearly the intellectual, industrial, religious, and social situation of the deaf of France. He writes candidly and criticises freely, but on the whole he makes a creditable showing for his deaf countrymen. A few of them have acquired distinction in literature, journalism, and the arts; thirty-five have received important decorations from the government; nearly all are self-supporting. Ample provision is made for their social and religious welfare, but Mr. Gaillard believes their general condition would be much better if better provision were made for their education. The French schools for the deaf, he says, are insufficient in number, are inadequately supported, and with few exceptions have not kept pace with the general progress in education. He regards them as inferior to the schools for the deaf in Austria, Germany, England, Scandinavia, and especially the United States. He desires to have them removed from the control of the Department of the Interior and made a part of the public system of education under the direction of the Minister of Public Instruction.

HASENSTAB, Rev. PHILIP J. *The Moral and Religious Status of the Deaf in the United States.* Chicago: Press of the Silent Herald. 1904. 18mo., pp. 18.

A full and clear statement of the religious work for the benefit of the deaf in America, both while they are in school and after they go out into the world, by one of the most faithful and devoted laborers in this field. The work for the adult deaf, begun by the late Rev. Dr. Thomas Gallaudet in the Episcopal church fifty years ago, is now carried on by several regularly ordained clergymen of the Episcopal, Catholic, Methodist, Lutheran, Baptist, and Presbyterian churches, assisted by lay workers, and there is also some undenomina-

tional effort. Mr. Hasenstab earnestly urges the need of more spirituality in the teachers of our schools and more consecration and devotion in the clergymen laboring among the adult deaf.

REPORTS OF SCHOOLS: (published in 1904) California, Clarke, Genoa (Italy), Home for Training in Speech (Philadelphia), Horace Mann, Groningen (Netherlands), Improved Instruction (New York), Lyons (France), Rotterdam (Netherlands), St. Joseph's (Cabra, Dublin, Ireland), Sarah Fuller, South Dakota, Texas, Vänersborg (Sweden), Western Pennsylvania, Wisconsin Day-Schools; (published in 1905) Boston.

SCHOOL ITEMS.

Arkansas School.—Miss Lucy Thatch, teacher in the Oral Department, has been transferred to the office of Secretary, and Mrs. Vaiden McLendon, formerly of the Oregon School, takes her place.

Colorado School.—Miss Mabel Park, late of the North Dakota School, has been added to the corps of teachers.

Dundee School.—The day-school at Dundee, Illinois, has been closed. Miss Elizabeth Stephenson, who conducted it last year, has removed to Elgin, Illinois, and has opened a school there.

Liverpool (England) School.—The secular education of the pupils of the Liverpool School has been transferred from the Institution to the school authorities of the city. An admirable building has been erected almost opposite the former school for that purpose; the old building has been remodelled, and is now used as a residence for pupils whose homes are outside of Liverpool or who live in the city too far away to attend as day-pupils. The day-pupils are provided with a mid-day meal in the Institution. The head-master and former teachers of the Institution are continued in the same positions in the new school, and two new teachers have been added.

Louisiana Institute.—Painting and decorating have been added to the industries taught, and Mr. H. L. Rideout, of Delavan, Wisconsin, has been appointed teacher.

Mississippi Institution.—The accounts of all the public institutions in the State have recently been examined and checked by the State Revenue Agent and an expert accountant. The results were generally creditable to the institutions, but the Institution for the Deaf is the only one concerning which no criticism or suggestion for improvement is made. "The system here," the Revenue Agent says, "is almost perfect."

New England Industrial School.—A small house in the rear of the main building has been fitted up for sloyd. Money has been given for benches and tools, and Miss E. W. Sheldon, a graduate of Gustaf Larson's Sloyd Training School for Teachers in Boston, has been appointed teacher.

North Dakota School.—Miss Mary L. Barron has been appointed a teacher in the place of Miss Mabel Park, resigned. Mrs. W. S. Runde has taken up the work of teaching drawing and raffia work.

MISCELLANEOUS.

Congenital and Adventitious Deafness.—In an article entitled "Contributions to the Study of the Pathogeny of Deaf-Mutism" in the *Archives Internationales de Laryngologie, d'Otologie et de Rhinologie* for January, 1905, Dr. Et. Saint-Hilaire, who is a strong believer in the theory that degeneracy is the chief cause of deaf-mutism, says that the causes of congenital and adventitious deafness are essentially of the same nature. After giving various statistics concerning 131 pupils of the Departmental Institute of the Seine (not included in his work on Deaf-Mutism noticed in the *Annals*, vol. xlv, page 115), he concludes: "If we read carefully the remarks on these deaf-mutes who have become so after attacks of meningitis, measles, etc., we are struck by the fact

that they always have a marked hereditary taint; we find in their hereditary antecedents the same symptoms as in those whose deafness is congenital; we find nervous degeneracy under its various forms, epilepsy, hysteria, insanity, etc.; we find alcoholism or tuberculosis in the parents; in one case where the deafness followed bronchitis we see that the father of the deaf child died of general paralysis after having used absinthe to excess for a long time. Many of the brothers and sisters of these deaf-mutes are affected with neuropathic symptoms; many have died of cerebral diseases. Moreover, we sometimes find other deaf-mutes in the same family. We have even found cases of congenital and adventitious deafness in the same family. How can it be maintained that these children have become deaf *by accident*, as some authors say? These same accidents, these same diseases, occurring in children of sound heredity, would not have produced any serious consequences. There is, then, no essential difference between congenital and adventitious deaf-mutism; both are manifestations of degeneracy. The destruction of the inner ear is caused a little sooner or a little later; that is all the difference. And, if it is well to preserve these terms for convenience in the statement of causes, it would be contrary to reality to give them too absolute a meaning."

Miss Hull on Methods.—Miss Susanna E. Hull, who thirty years ago was a prominent leader in the movement in behalf of the oral method in England and is now the editor of *The Teacher of the Deaf*, in the number for January, 1905, reviews in a candid and liberal spirit the struggle of the rival methods during that period. "This struggle," she says, "has not been in vain; truth has been sifted and time's gradual touch has so far moulded the opposite methods into harmony that they are now found in friendly operation side by side in most of our institutions. The mists of misunderstanding, prejudice, and bigotry are clearing away, and we may anticipate the glory of that full noonday which is fast approaching; a noonday of mutual toleration of principle, of complete sympathy with the child's needs, and of personal sacrifice of

preconceived bias; when it shall be seen and believed that the natural and actual condition of the child must regulate its educational treatment; when a system founded upon a wise classification shall pervade and animate our work everywhere; when methods are fitted to the child and not the child to the method; when the clear goal is that of the intellectual well-being of the child rather than the development of either speech or any other particular means of expression as such, which apart from intellectual competence can be of little worth.

"The oral method loses nothing of its clear and undoubted excellencies when it is used only for the education of those children who can adequately profit by it, and the oralist is none the less an oralist when he recognizes the limitations of his method. Nor is the advocate of the silent method in any sense renegade when he freely admits that in many cases education thrives better by other means.

"The educator is only really so when he applies his teaching in such forms as will truly benefit the child; when he is an educator first and foremost and an oralist or a manualist afterwards.

"There are almost as many qualities of intelligence and of deafness and dumbness met with in our children as there are forms of sickness in the various ailments and diseases that from time to time come upon them; and as in the treatment of the latter no one unalterable prescription suits all conditions, so in the former we cannot prescribe one only form of educational treatment for all cases. The needs of individuals must be studied and met. The pupils should be drafted to the school and placed under the method of instruction that is applicable to their condition and not taken haphazard into any class."

As encouraging signs of the times Miss Hull cites the following:

1. "The decision of the three colleges [two of which are oral training schools], to certify upon one joint certificate the success of candidates in the manual as well as the oral method.

2. "The deepened attitude of toleration and mutual respect towards opposite methods, exhibited both by teachers and mission workers.

3. "The intelligent attitude shown in the conduct of our contemporary the *British Deaf Times*, and the spirit of earnest inquiry into the scientific value of signs animating the writings of several contributors to its pages.

4. "The fact that in teaching the use of conventional signs is now largely and generally discountenanced, while the utmost reliance is placed upon finger spelling, not only here but also on the other side of the Atlantic.

5. "The general recognition of the fact that the development of the intelligence is the real work of the educator, and that methods are of value only in so far as they serve this end.

6. "The anxious inquiry in many quarters as to the limitations of both methods and the evident desire to supplement these, when advisable, with due cautious regard to the *ultimate* real benefit of the child.

7. "The fact that professional gatherings are now conducted with goodwill and unalloyed zeal for the child."

Miss Hull closes her review of the struggle of methods with this excellent sentiment: "Teachers of the present time will best serve their day and generation if, imbibing the spirit of the age, they 'beat their swords into ploughshares and their spears into pruning-hooks' in order to labor more effectually and productively in the garden of the child."

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Exemption from Taxation.—Many people are glad to escape from paying their taxes, if it is possible on any pretext whatever; but the deaf of Austin, Texas, are petitioning the State legislature to amend the present law which exempts the deaf with certain other classes from the payment of a poll tax. They show a proper spirit of self-respect in refusing to receive a favor which implies that they are incapable of meeting the full requirements of citizenship.

A School in Cuba.—Miss Myrtle Morris, a graduate of the Georgia School and until recently teacher of a private pupil in Tennessee, has gone to Cuba under the auspices of the Women's Board of Missions of the Baptist Church, with the purpose of establishing a school for the deaf.

Deaf-Blind Children in Texas.—The periodical *Farm and Ranch* for December 10 and 17, 1904, contains an article by Mrs. E. M. Barrett, now Principal of the School for Defectives at Austin, Texas, on the six deaf-blind children that she has taught at different times, some of whom are still under her instruction. Their names are Sallie Thornton, Ruby Rice, Edgar Korte, Addie Pruett, Fred. Murrell, and Pressie West. Each of these children has a strong individuality of its own, and the story of their development as told by Mrs. Barrett is very interesting.

Death of Oscar Claveau.—Mr. Oscar Claveau, Honorary Inspector-General of Benevolent Institutions under the Minister of the Interior in France, died November 2, 1904, aged 78. For many years Mr. Claveau took an active interest in the education of the deaf. In 1879 he visited schools in Germany, Belgium, the Netherlands, and Switzerland, and became convinced that the oral method was superior to the manual. In the following year at the Milan Congress it was through the commanding influence of his personality and official position that the French instructors were suddenly converted to the oral method. At the Paris Congress of 1900 he was the earnest leader of the majority of the Hearing Section of the Congress in its insistence upon striking from the programme the question whether schools for the deaf should be considered as establishments of benevolence or of instruction. He said in conversation at that time that he would rather have deaf children left without any instruction than have them taught in secular schools.



FRIEDRICH MORITZ HILL.
Reformer of the Education of the Deaf in
Germany.

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CONCERNING NORMAL CLASSES.

THE normal departments now so common in schools for the deaf have in many cases, doubtless, fulfilled the original purpose of their creation. They have raised the standard of teaching in certain schools. But the normal departments have also, since their students receive the most important part of their training—their language and articulation practice work—in the classrooms, piled upon the regular teachers a large additional amount of work without, as a rule, bringing to those teachers any corresponding increase of salary. But the teachers do not complain of that. So far as normal work is concerned, most of us, it is safe to say, feel ourselves amply repaid when we see, as we often do, that the seeds we sowed in weariness have not fallen on barren ground.

Nevertheless, it can do no harm to either side to set down fairly and squarely, in black and white, some of the hardships, the advantages and disadvantages, the perplexities, the mistakes and the results—so far as results have worked themselves out—of having normal students in our classrooms. Since more women than men are concerned in this matter of normal practice work, I prefer to use the feminine pronoun in designating the teacher.

The teacher's regular work is by no means light. She must know every child in her class to the innermost recesses of his complex personality; she must skillfully adapt her teaching, her manner, even her love, to each child's physical, mental, moral, and spiritual needs. She must teach a few fundamental facts and a vast amount of outside, incidental information. As interpreter between these deaf children and the universe, she must (or she is no fit teacher) imbue her entire class with such a yearning, ever-growing enthusiasm for the acquirement of language that, in her schoolroom, it shall rain voluntary compositions, stories, questions, ideas, from morning till night. Love of goodness, beauty, and truth must come to the children through her. The amenities of social intercourse must be taught and practiced. A home atmosphere in which teacher and children are equally happy should prevail. In short, out of chaos the teacher organizes an orderly world—a quiet, pleasant world in which the joy of doing renders the chief doer—the teacher—unconscious of the constant and severe drain upon her vital energy.

The entrance into this pleasant schoolroom world of half a dozen normal students in daily, weekly, or monthly succession sadly upsets the equilibrium of the little world—for a while at least. Scores of vexing problems immediately present themselves, the most important of which is—Shall the normal students observe merely, or shall they be permitted to teach under the teacher's direction and subject to such criticism as her longer experience with deaf children should qualify her to give? To my way of thinking, observation only is a flat failure all around. It demoralizes the children, who soon regard the row of unemployed normalites as interesting fashion models to be studied, from boot-buttons to coiffure, with a view to the adornment of their own little persons. It makes the teacher subtly uncomfortable, knowing, as she does, that ignorance and swift

condemnatory judgment go ever hand in hand. Most useless of all is it for the normal students themselves; for they can no more learn to teach the deaf by watching us teach than a man could master the railroad business by sitting on a bank to see trains whizz by. Swimming, skating, eating an egg from the shell neatly, and a great many other things in this world, *look* easy until one tries to perform those same actions.

So with teaching the deaf. The normal student, fresh from the academic paddock, smiles superciliously when he notes the strenuous manner in which the teacher whom he is watching defines a noun by a verb or illustrates an adjective by a boot-jack in order that Patsy Flannigan, aged fourteen, may catch some glimmer of a meaning which would be quite evident to a hearing child of four. But set that same student at work explaining expressions like "even then," "yet," "of course;" let him wallow in the slough of the subjunctive for a while; tell him to develop the sound of "k" in the back part of a restless little negro's mouth, and the laugh is very quickly on the other side. But getting even with sophomoric conceit has no real part in the teacher's concern, although, being human, she may for a few moments enjoy the spectacle of the student's utter helplessness after he has tumbled into a verbal pitfall. Far graver problems confront her, however, than getting the student out of that particular hole. She is sorry for him, and she is sorrier for herself. She realizes, often with a troubled heart, that she must henceforth steer between Scylla and Charybdis. She must try to give to these would-be teachers as much help as she can without allowing their inexperience to harm the class—*her* class, whose members she loves and for whose welfare she has striven with almost maternal jealousy. A new and a hard task is now laid upon her. She must study the dispositions, the attainments, the manners of the young men and women of the normal department as carefully as she has

studied the natures of the children of her regular class. She must exercise infinite tact, must be always ready with a reason, must sometimes—not often, since the majority of normal students are ladies and gentlemen—suffer impertinence from a member who forgets that admittance to her classroom is more a privilege and a courtesy than a right. Although grown-up these young ladies and gentlemen, by thoughtless talking, laughing, and inattention, frequently require some discipline at the teacher's hands. Many of them remember careful explanations and directions no better than the little children do. "Did you say so and so?" is the exasperating question which comes from them, after painstaking exposition on the teacher's part, quite as often as from the little deaf pupils. Hardest of all, in answer to the direct question—"Do you think I can ever make a success of teaching the deaf?" the teacher must sometimes answer "No."

The first thing that appalls a teacher superintending the practice work of a new normal class is, of course, the utter lack of comprehension of the relation existing—or rather, not existing—between the deaf child and the English language. When told to write a simple account of a personal experience for class work the new normalite is very likely to produce something like the following:—"When I was a little boy I yearned above all things to become a sailor but, unfortunately, I lived in a remote country village so far removed from the sea that there seemed very little prospect of my ever being able to gratify my youthful ambition. Nevertheless, I continued to cherish my dream of becoming a mariner until we moved to a prosperous seaport, where I was at liberty to visit the bustling wharves and roam about amongst the shipping at my own sweet will."

The paragraph quoted is by no means an extreme sample. For the first few weeks the distracted teacher is constantly doing two things—doing them at once, too. She is snatching her deaf pupils from going adrift on a sea of words, and

she is grimly making the normalites chop up their sentences. By the time she has the normal students trained to avoid relative pronouns, to shy off at figurative language, to incorporate useful idioms (as nurses conceal pills under jelly) in journal exercises, to keep a picture gallery in the school-room closet and to be ready, themselves, to stand on their heads, if need be, to illustrate a point—in fact, just as the normalites are ready to be a help in the schoolroom, this set of students rotates elsewhere, another set comes in, and the struggle begins all over again.

Most teachers who have helped train normal classes will agree, probably, that the authorities of Harvard have done well to protest against the quality of English used by undergraduates. If they had also issued a special ukase in regard to spelling they would still farther have won our gratitude. It appears to be an undeniable fact that the majority of young men and women of the present day do not know how to spell. "Buy a spelling book and use it," says one teacher of the deaf, "is a piece of advice which I am obliged to give to some normal student each year."

Another thing which troubles the teacher who is trying to help normal students is—what they share in common with most college men and women of the present day—a lack of what might perhaps be called verbal imagination. When they first come to us, not one out of ten possesses the power to make a language picture for the children. Not one out of twenty can give a comprehensive definition in simple terms. Not one out of a hundred, I believe, has the gift of so widening out a word that the children may grasp at least some of the more important connotations which the same word presents to the mind of a hearing person. Yet in this last point lies the root of human culture, for the width of a man's universe depends on the number of connotations he is able to make. Hence the importance of presenting to our deaf children each new word in what may be called a

scenic way. We have constantly to remember—what our normal students mostly forget—that deaf children miss tones and the peculiar brain development that comes through sound inflections. Many words in a language have acquired their present meaning from the tone in which they have been spoken generation after generation. Only through connotations can we partially supply the place of accent. Pictures, pictures, pictures—we must give pictures not printed on paper but on brain stuff through imagination. And here is where signs tell—tell mightily. For us, every word in our vocabulary has a sub-conscious background which flames out at need to illuminate the word when it is in active use. Our deaf children lack such help to thought and language. We should, therefore, try to furnish a background to each new word they learn. An imperfect example comes to mind. The other day a normal student who will make an excellent teacher wrote this definition on the blackboard: "Missionary—a person who teaches the heathen about God and Christ." Upon being asked, "When *you* see the word missionary what pictures are suggested to your mind?" the student admitted that desert sand, tropic palms, naked savages, distance, homesickness for civilization, and love of God were strangely blended. To the deaf children, who saw it for the first time, the word carried only vague connotations. The bare definition was not especially interesting. But next day the student, who, oddly enough, happened to be the daughter of a missionary, gave an account of her own childhood in Egypt which carried the class by storm. She gave the word life—and that should be our one great endeavor—to make each word *alive*. Not all new words, of course, are as easily illuminated as was the word missionary, but no word is without connotations which may be picturesquely set forth.

All too often comes from the lips of the normal student—"I really don't know anything about that." or "I don't

know enough of the subject to tell them about it." Quite surprisingly, too, this admission of ignorance is frequently made concerning topics with which the newspapers of that very day are ringing. I actually had one young man who told me that he did not know of the blowing up of the Maine until three weeks after the tragedy. Now, for a person who teaches the deaf, ignorance of any subject that deeply touches human life in any part of the globe is unpardonable. The teacher of the deaf must be interested in everything of real importance that is happening or that ever has happened or that seems likely ever to happen on this old earth. If deaf children are to share in the race's birthright, their teacher must know and honor and love the sages, the saints, the poets, and the heroes of all times and nations. She must garner from the scriptures and from philosophy their highest truths, passing these truths on to her pupils in the simplest words she can find. Let her pay no heed to mentally lazy critics who sneer that she is "shooting over the children's heads." Only superficiality is complex. The great things of life are always simple. The best service we can render any normal student is to make him see that he must broaden and enrich his own life—never ceasing in the effort while life lasts—if he would broaden and enrich the lives of his children. To the teacher who has this spirit all else shall be added. Drudgery becomes glorified by the glad response of the deaf children themselves. Dr. Felix Adler, in a lecture replete with thought, says: "Children instantly recognize and honor the striving soul. Given two teachers, one pretty, absolutely correct in dress and deportment, qualified to teach facts and processes, yet narrow-minded—the other plain, careless in dress, often impatient, but with a soul that appreciates and longs for the unseen, highest things, the children, invariably, follow the latter teacher instead of the former. To her of the striving soul they give their full allegiance and their enthusiastic admiration." If Dr. Adler's

words are true of hearing children they are even a hundred times truer of deaf children. Who amongst us has not felt self-condemned and ashamed for not filling to the full these eager, waiting souls? I know of nothing else on earth so pathetic as the longing of deaf children to share in the world's larger life; capacities differ, of course, but the Godlike desire is in them all. Upon us, upon us, lies the guilt if that desire be not answered. What we care most about, our children can be made to care about as easily as a spark ignites tinder. These are solemn thoughts, and we should solemnly impress them and their universal truth upon each normal student who comes to us.

It is hard to make normal students, who have been in the habit of looking upon "compositions" as a disagreeable grind, realize that written language is a means of salvation—the only means, to my mind—for the deaf. It is said that the Chinese so highly reverence literature that no scrap of paper which bears upon it written or printed characters is ever allowed to be trodden under foot. Street scavengers, in China, carefully remove from dirt heaps all scraps of print or writing and convey them to a holy place, where priests, with prayer and song, cremate them. Some such reverence ought we to feel for the poor little scribblings which litter our children's desks. There are better things in this world than order. We should rejoice, not frown, when desks are piled high with papers crossed and recrossed by faulty sentences. If there be any such thing as omniscient recognition of human effort those childish scrawls rank high.

One of our greatest dangers with normal classes is, perhaps, neglecting to lay stress on points that have become, through use, commonplace to us, but which may be quite new to them. For instance, every normal student should be strongly urged to acquire a speaking knowledge of some foreign tongue in order that he may better understand

the difficulties with which his deaf pupils must contend. Another commonplace to us, but one before which we should set up for normal students a signal light of danger, is the necessity of repetition. "I explained that last week" is often the answer of a normal student when his attention is called to a difficult word or idiom—a reply which the regular teacher receives with a sardonic grin.

The fallacy that deaf pupils may be influenced by tones is almost as common among normal students as the popular belief that raised letters and vocal music are our chief means of teaching the deaf-mute. While I was out of the room one day a girl was guilty of gross impertinence to the normal student in charge. "What did you do?" I asked the student. "I only said one word," was the reply; "I said 'Anna!'" There was reproach enough in the tone to have killed a dozen hearing Annas, but the deaf Anna remained as contumeliously unmoved as if her outraged instructor had said "Himalaya."

On the whole, normal students have rather a hard time of it. They come into our classrooms, not wholly welcome, like strangers into a strange world. The majority of them have never before seen deaf children together. They find the swift-moving hands and the unnatural voices alike confusing and embarrassing. Institution life seems queer and cramped to them. They have an uneasy sensation that they are "inmates." At first their own duties are vague. Fresh from school or college—ex-seniors most of them—they find themselves here reduced to primary ranks. The two most important subjects of a school for the deaf—language and articulation—these young ex-seniors have never thought anything about. At once criticism begins and, perhaps they think, never ends. The articulation teacher proves to them that the mechanism of their own speech is all wrong. They either round the lips too much or not enough. Their tongues, it seems, are unruly in a

sense of which they have never dreamed. Their voices are in the wrong place. Even their breathing is not right. "As easy as it is to breathe" can never again be to them a synonym for slight effort. Their ears, they are told, are not critically awake to vocal sounds. They must spend long, dull hours drawing scarecrow diagrams of the last thing on earth most people want to see—the inside of a human mouth. They must look at unpleasant things pickled in alcohol or reproduced in *papier maché*. Hand mirrors are for them no longer agreeable aids to a becoming toilet but instruments of correction. Nor is the teacher's criticism of their faults all that the unfortunate normal students have to bear. The children do not, at first, easily understand their speech, and they emphasize that fact by contemptuous shrugs and sarcastic words. By the time they have acquired some skill in speech teaching the normal students usually begin to mouth and are quickly brought to book for that fault.

Contemporaneously with their articulation woes, the normal students are being initiated (somewhat roughly perhaps) into the mysteries of language teaching. Here bewilderment arises. It seems to them at first that no two language teachers preach the same doctrine. Later they see that all roads lead to Rome, although each teacher under whom they work will probably insist that her highway is the shortest, easiest, and safest.

After all, there is sadly needed a single word to stand for the key that means success in teaching. Unfortunately that word has not yet been coined. Magnetism is not it. Personality is not it. Dramatic power is not it. Perhaps a composite of these three words comes nearer to being it than any definition we can frame. It can be acquired, in spite of the dictum that "a teacher is born, not made." In the acquirement of this subtle power that means success in teaching—which carries a class along as easily as elec-

tricity moves a train—natural manner is either a help or a hindrance. The normal student to the manner born has an immense advantage at the start. Yet it by no means follows that he will, in the end, make a better teacher than his less fluent, less volatile, less dramatic classmate.

In every normal class there is at least one well-meaning student who finds it almost impossible to come into touch with the children. He does the work assigned him fairly well. He uses simple language, corrects mistakes carefully, and provides lesson stuff of an entertaining nature. Nevertheless, he signally fails to entertain. The children do not actively dislike him—they are merely indifferent to him. Apathy reigns when he conducts a lesson in the presence of the teacher. In her absence—if the class is not old enough to be put upon its honor—pandemonium ensues as soon as he begins to teach. In some cases this normal student is afraid of the children. In others he feels, as he acts, far away from them. Usually his face is impassive. In vernacular speech, he is as stiff as a poker. Obviously, with such an outfit of manners he can never make a successful teacher of the deaf. How shall the current between him and his class be set in motion? How shall he learn—for he can learn—to transform himself into a storage battery of teaching force?

The problem is very serious, and its seriousness cannot be lessened or done away with by saying (as I am told has been said in some quarters) that to prescribe the manner of a normal student is not the regular teacher's business—by hinting that all she is called upon to do is to show him her method of teaching certain branches of study. On the contrary, this difficulty of manner, this poverty of impress-giving personality, is very much indeed the regular teacher's business, since each added hour of its existence in her school-room works harm to her class. Furthermore, the normal student is sent to her room, presumably, to get something

gold rings, steel bars, and similar illustrative material all around him I have seen a normal student stand helpless because he had no conventional box of samples from which to teach the word metal.

The normal student who would cultivate personality must give his own opinions decidedly. With equal decision, if his opinions prove false, he must acknowledge his mistake. Nothing sooner wins the respect of children than honest confession of error on the part of a teacher. If, as may happen through haste, the teacher is unjust to a pupil ample apology should be made. The advice sometimes given to normal classes, "Never let your class know that you have made a mistake" is atrociously wicked and can lead only to disaster. Children are very generous. The knowledge that their teacher is human often proves a bond of affection.

Reproof also must be administered with decision. Discipline is the rock on which the stiff normal student is most likely to be wrecked. Even though yielding up the discipline of our class to another for a little while each day makes our work harder, we should try to give the student a chance to do some teaching alone. It is well, if possible, to leave the room for half an hour now and then while he is teaching. Returning, let him tell you what difficulties he has encountered. Give him suggestions concerning future treatment of similar difficulties. The reserved normal student should mingle with the children out of school hours. Gradually, he will come to know every child and feel an interest in him—will love him. By that time the work is done. The normal student is no longer stiff. He has become a full-fledged teacher.

When all is said and done, it is the spirit only, not the substance, of teaching the deaf that we can give to our normal students. Our methods and devices they can and will probably improve upon when they begin to teach inde-

pendently. But the ideal with which they start out should be pure and lofty. Our task it is to furnish that ideal.

SARAH HARVEY PORTER,
Instructor in the Kendall School, Washington, D. C.

ARITHMETIC.

It is customary with many to regard arithmetic as a rather dry subject, devoid of much that makes for interest and variety. That the study is not open to all the manifold possibilities of history and language may be true. Yet, when properly taught, it is possible to make it both important and interesting. Special emphasis, however, should not, as is generally the case, be laid upon its importance merely on account of the twofold value claimed for it—the utilitarian and the disciplinarian; but rather upon the splendid, not to say rare, opportunity it offers for arousing and strengthening the intellectual powers of the child, the correct and thorough training of which is of the utmost importance.

This does not imply that the commercial side of the subject is to be in the least overlooked. But it does imply that its significance is greatly minimized when one considers the means which a rational teaching of the subject offers for the cultivation of such powers as those of observation, imagination, reflection, and sustained attention, and for the valuable language work to be had in connection with it. Indeed, as a means unto the end which the study is capable of assuming for the development of these intellectual powers of the child, it would seem to be entitled to the chief place on our school curriculum—a place too often denied it, because most teachers, realizing the need of the deaf child for language, fail at the same time to realize that it not only offers possibilities for language work, but is itself a test for the understanding of that language.

It may be noted in passing that the deaf child is pitifully wanting in the development of these powers; especially so in the power of sustained attention; that this is more or less the cause of the poor work of some in arithmetic, and for the unsatisfactory material advancement of many during the whole of their school course. We may be unwilling to admit this. On the contrary, we may go to the extent of laboring to invent methods which will facilitate the mastering of the subject by the child. But the fact remains that our efforts will always be more or less futile so long as we lose sight of the importance of sustained attention and concentration on the part of the child as a factor in the development of his mental powers. That teaching alone will be effective which succeeds in bringing out and developing to the highest degree of efficiency this important power. For attention is the foundation of all success; without it the mind can do little or nothing; with it, the grandest of human achievements are possible.

Such interpretation as this of the true functions of arithmetic study bar out those old-time accomplishments to which some still cling—namely, the regarding of that teaching which aims to make the child a mere “manipulator of figures” as the chief aim of the course. Than this there can be no graver or more demoralizing conception of the true functions of a course of study, especially one so important as arithmetic. With other studies such illogical conceptions of the end and aim may not work such lasting and injurious results. With arithmetic it is different; for, according to an eminent logician, “from the time when the infant mind of the child is first brought into contact with numbers until the time when it shall have reached that stage of growth where abstract generalizings play a leading *rôle*, the course is and should be one of regular gradation—should be a series of regular and logical steps in the progress and development of arithmetical science.” Possibly it is need-

less to borrow the figurative and speak of the building up of mathematical knowledge as the rearing of some stately building, every stone of which must fit in the exact niche for which it was intended. But unless a broader conception of the possibilities of the study is had than the training of the child into a mere manipulator of figures, there can be no complete rounding out of mathematical knowledge.

Before passing to a discussion of the ways and means of teaching arithmetic, it may be of interest to note a few general observations I have made with classes in this study. One thing stands out above all others; it is the meagre results obtained with the majority, especially with those who have a poor number faculty; and this in spite of the time and pains supposed to be given to the teaching of the subject. This should not dampen the enthusiasm of the teacher of the deaf, however; it is not with the deaf child alone that such a deficiency is noticeable, but with the hearing child as well. The consensus of opinion of most teachers seems to be that this adverse condition of affairs is traceable to the traditional course as taught in our schools. This view seems to have been shared by what was known as the Committee of Ten, which advocated a radical departure from the old-time way of teaching the subject, which gave too much time to mere mechanical work.

It is little short of surprising that pupils trained by the old method, and we still have a large supply of them on hand, possess little or no conception whatever of such things as sense magnitude. Granting a fair proportion of them more or less proficient manipulators of figures, they are, as a rule, unable to turn their text-book knowledge to any practical purpose. As has been hinted, the cause of this lies in the unsatisfactory development of their sense of magnitude and of space relation. Another cause is the meagre drilling which they have been given in the way of practical

arithmetic. Right here, perhaps, is where the value of sloyd training, as taught in the Minnesota School, is most useful; it gives the pupil a practical knowledge of arithmetic, such as he is unable to acquire under less favorable conditions.

But all of our schools are not so fortunate as to possess sloyd training shops. Under such circumstances it devolves upon the teacher to provide work that will give the pupil at least a fair practical knowledge of the subject. This is something which only a few will take the trouble to do; they are content with giving the child a text-book, one supplied with answers of course, and allowing him to plod along, working problem after problem in the most mechanical way imaginable until, in the language of the street, a snag is struck, when it is then deemed high time for the teacher to step in and lend a helping hand.

Now, no one will call this teaching arithmetic. It is bad pedagogy, unphilosophical to say the least. It is simply training the child into irrational habits from the meshes of which the most skilful teaching cannot wholly extricate him. No deaf child can be expected to gain anything approaching even a fair knowledge of a new subject by simply reading the explanations given in the book. It is two to one that any attempt at this results in a wrong impression being formed which will ultimately result to the disadvantage of the child. Says an eminent educator: "The first lessons in numbers impress the first elements of mathematical science upon the child mind; if you would have the impressions here formed become the threads of that intellectual warp which is to give tone and strength to the mind, you must see to it that no false ideas are formed at the outset." Even text-book authors seem to be recognizing this fact, as is indicated by the departure from the beaten path which many are making. Indeed the only rational way of introducing the deaf child to a new

subject is by a series of inductive teaching, coupled with abundant illustrations, and followed up with drills until the subject or principle is thoroughly apprehended.

Another interesting observation noted is that when the child is permitted the use of a text-book he invariably manages to get the correct answer, though the solutions are often illogical in the extreme. What is more interesting is that when one of the identical problems is selected at random and given to the child, on the wall slate, he is unable even to get the correct answer. The inference to be deduced here is that a too indiscriminate use of the text-book, especially one with answers, is detrimental to the confidence born of self-reliance. And the lesson learned is that the advanced classes should be provided with numerous problems of a like character gleaned from other sources, and should be thoroughly drilled in the principles involved.

Unless this is done the work of the pupil will be more or less mechanical; the material advance of the class more or less unsatisfactory. There will be no rousing and bringing into activity those important faculties of apprehension, abstraction, classification, and comparison; and, accordingly, the logical powers will, as is too often the case, lie dormant. When that which makes for the strengthening of the intellectual fibres is lost sight of it should not be at all surprising that the child will, on being asked to explain the successive steps of his operation, confide to you that the interrogative *why* is the one interrogation he sincerely hates. To expect otherwise of him would be an absurdity. For so long as he has been taught to do one of a similar series of problems, and permitted to work others upon the mere assumption that the same process is involved, instead of thoroughly understanding the principle and the language employed, there can be no biding results. Insist that he work the problems because he knows how; not upon the supposition that they read like

some he has just worked. This is not an impossibility, provided, of course, that patience and the right kind of teaching is had. "Everything," says an eminent educator, "whether existing in the abstract or in the material world, whether an element of knowledge or a rule of art, has its connections and its law; to understand these connections and that law is to *know* the thing." It is just this which we should endeavor to teach the child—"to understand these connections and that law." Unless this is done the child's work is only mechanical; the subject is deprived of much of its interest, while the atmosphere of the classroom becomes stifled and the monotony unbearable.

That such a state of affairs may not exist in the classroom of the advanced department, it is necessary that the pupil be trained wisely and thoroughly in the primary and intermediate departments. When this is not done the burden, not only of teaching new subjects but of trying to wean the pupil from the mechanical way of solving problems, is placed upon the advanced teacher. Under such unfavorable conditions it is often too late to resort to that teaching which, had it been employed sooner, would have borne better results.

Many are inclined to regard arithmetic as too complicated a subject to be taught to young minds, hence defer it as long as possible. This is one factor which works to the pupil's disadvantage in later years. It is not necessary to impose anything difficult upon the child mind; this would be contrary to the laws of psychology, but it is thoroughly in keeping with reason to introduce arithmetic to the infant mind while in its plastic state. For it is here that the "lasting impressions" are made; that "the first threads" are spun which are to give "tone and strength to the whole."

The despatch, too, with which most introductions to suc-

cessive steps are settled, is a prolific cause of the unsatisfactory knowledge the pupil acquires of the subject. I have seen pupils with no general knowledge of fractions who claimed to have been as far advanced as cube root. Needless to say, though, such pupils were of the text-book make; they had received no thorough introduction to the successive subjects. This fault of allowing the pupil to cover more ground in the lower grade than he is capable of assimilating is a grave one. It is not how much ground work has been gone over, but how well that which has been covered is mastered, that counts. And unless the child can be more thoroughly trained than is generally the case he should not be permitted to go farther than fractions before coming to the first of the academic classes. Doubtless older and more experienced heads than mine may take exception to this, but the question of how much arithmetic should be taught in the lower grades is deserving of consideration.

The value of reviews may be touched upon here as being an important factor in the success of arithmetic teaching. When rightly conducted they are a splendid test of just what is clear to the pupil and what is not. A good plan is to copy every problem which has caused unusual trouble and give it to the child in the weekly reviews. By doing this we are not laying aside difficult problems, but merely shelving them, as it were, for future use. Reviews, also, throw the pupil upon his intellectual mettle; the ability to work the given examples also engenders a consciousness of power, which is a pleasure to the child, and is a great determining influence for good.

An excellent plan would be to carry the pupil through a series of reviews at the beginning of each new school year. The object of this would be to make sure that the principles taught in the previous grades have been thoroughly mastered. For we should not regard any subject as com-

pleted in any grade. To labor upon the theory that the pupil, as he goes from grade to grade, has mastered all he has been taught is a little too optimistic. In fact it is best never to take up work laid down by a previous grade, but to take the class back, going over the entire ground as rapidly as possible but, also, as thoroughly as time will permit. If a weakness is discovered it is well to try to make it clear to the child. Numerous problems of a like nature should be given until the child has mastered the subject. It is well, also, to require him to give a problem or two in his own language involving the principle in question. Such exercise as this will be sure to result to the pupil's advantage, unless he is too hopelessly stupid to be helped by any method. To be sure, it means slow progress if we measure by the number of pages gone over. Otherwise it is in keeping with the teaching of psychology that the process of assimilation must necessarily be slow.

Another thing which should not be lost sight of by the teacher of arithmetic is the value of thoroughness. In fact, this is one of the secrets of success in teaching. There must be thoroughness, not only in the advanced grades but in the primary grades as well, for if it is a fundamental truth, as claimed, that the first impressions of the child in numbers become the foundation of his mathematical knowledge, the importance of thoroughness on the part of the teacher becomes apparent. To have a good rounding out of mathematical knowledge, there must be thoroughness as the child advances from subject to subject; everything must be thoroughly mastered, not an easy thing, considering the diversity of logical powers and taste always present in a class of deaf pupils. As a matter of course, the bright pupil will easily comprehend what will require months of patient drilling to give the dull one even a fair apprehension of. Yet we should be none the less thorough on this account.

Not only is it necessary that the teacher be thorough—he should require thoroughness of his pupils. He should require every problem to be worked in a logical and systematic manner. He should also make it a rule never to assist the child until he feels reasonably sure that a fair degree of self-effort has been put forth. Even then it is better to assist by means of suggestions, and let the pupil do most of the thinking himself. For it is only through self-effort that individuality is developed, and this is a quality too precious to be permitted to remain undeveloped. What is more, no matter how thorough the teacher, the progress of the pupil will be comparatively slow if the teacher indulges in too much assistance.

Now, it is in the primary department that the cornerstone of the child's mathematical knowledge is laid; and it is here that the simplest and most thorough teaching is necessary. No teaching can be more simple, however, than that which makes use of concrete objects. Indeed, if the primary teacher will but take the child mind in its plastic state and exercise it on simple and sensible objects, objects that can be handled as well as perceived, he may hope so to mould it that when it reaches that state of development where dealing with the abstract is largely required, it will not be hopelessly tossed about by the winds of diffidency "amid the sublimity of ignorance." For if the maxim is true that that teaching which proceeds along psychological lines is the most effective, certainly this kind will be effective. It is simply making use of what the child can see and investigate for himself. It is, also, developing in the child vivid and accurate sense conceptions, and this is in keeping with the principle that the product of all the senses, especially those of sight, hearing, and touch, forms the basis of all higher thought process. And it is also in keeping with the teaching of Froebel that knowledge precedes names.

With children it is an absolute necessity that they handle objects, unless you would teach them the mere mechanical way of doing things. For the human race is so constituted that it must handle experience over and over again before it can come to any large generalization. Numbers are used as sparingly as possible, and when used at all should not exceed the number ten. Some teachers even favor bringing in concrete geometry in its simplest form, the object being to develop the powers of observation and to familiarize the child with forms which must be employed later on in his mathematical career. This seems plausible, for there are not a few pupils in the academic departments of our schools to-day entirely unacquainted with the properties of such simple geometrical forms as the square and the circle. Besides, the doctrine of substitution may, also, be taught the child by this means. It is only necessary to have him draw geometrical forms of different magnitudes, and to show by drawing that since the first equals the second, and the second equals the third, the first equals the third also. This form of work develops the powers of comparison; more especially, it helps to make clear to the deaf child what is meant by "equality," a term the meaning of which is always more or less hazy to him.

In the first year of the intermediate department it may be advisable to continue the number work of the child in the concrete form. However, here is where lies the danger of overdoing the matter entirely. It is safe to say though that it is always best to bring the child into as close a touch with the concrete material under discussion as possible.

As a means to this end there can be no better method than to have the class play store. I required this plan of work when I taught an intermediate class, and the results were always most gratifying. The class was required to play store at least once a week. Scales, a complete set of liquid and dry measures, and a yard stick were always kept

in the classroom. Toy educational money, representing both bills and coins, was always used, though sometimes the pupils were required to make change in real coins. One week one pupil acted as clerk, another as cashier and bookkeeper, the latter making all necessary change and keeping a correct list of all things bought and sold. All communications between clerk and customers were carried on in writing, the errors always being corrected and explained as soon as made. Whenever a pupil bought anything he would always go to the wall-slate, make out a story problem, and then solve it. It is apparent that, in the solution of their own problems, under such conditions as these, there was no process of thought involved, either in numbers or language, that was not perfectly clear to the child. This working play, however, was only collateral to a course of numbers as pursued by the class. That it has its advantages even the most skeptical can easily see. It does much to elucidate the ordinary problems met with in the text-book; it gives abundant opportunities for splendid language work; it familiarizes the child with the weighing and measuring of different things; it gives him some practice in money changing; it teaches him how to make his wants known to the storekeeper in as concise and intelligent a way as possible; it teaches him the relative value of things, and gives him a rudimentary knowledge of bookkeeping; all of which are of the utmost practical value to the deaf child.

And now for a brief explanation of another method that I am using with the two lower classes of the advanced department. It consists of a tabular form of three columns, a better idea of which may be had from the following diagram:

Required.	Solution.	Answer.

In this first column the pupil is required to state as concisely as possible just what it is he wants to find. If it is clear to him what it is he is trying to find, the chances of his arriving at a correct and logical solution are greatly in his favor. The habit, too, of carefully weighing each problem in the intellectual balance must necessarily be productive of lasting good. It engenders concentration and attention, the two factors necessary for the thorough and comprehensive mastering of any subject. As the Superintendent of our school remarked, on witnessing the results, "It enables the child to see the port before launching out;" it does away with the usual careless, haphazard habit of working problems. Moreover, it gives an abundance of language work, for not only is the child required to tell in his own words what is required, but he is expected to state in his own words the answer he gets. The method, also, does away with the slipshod habit of many in the arrangement of their work; it inculcates habits of neatness, thoroughness, and accuracy. Its simplicity permits of its being used even in the intermediate grades.

Another exercise I require of the pupils of the advanced classes of our school is to explain in their own language the successive steps of their work. To be sure this method is closely related to analysis, but not so much so as to justify its postponement, provided of course we do not go to the extreme and impose too much upon the child mind. It is a splendid exercise for developing the demonstrative powers of the child—powers which otherwise would lie dormant. It has often been asserted that the congenitally deaf are totally lacking in the ability to demonstrate. It is reasonable to take exception to this; for it is possible that it is the teacher and not the pupil who is at fault. It would seem more proper for the teacher to say, "I have not yet developed the demonstrative powers of my pupils," than to try to shoulder the blame upon the child. The success, meagre

though it may be, which I have had along this line would seem to bear out the assertion. Besides, to expect the deaf child to develop such a power unaided is to expect the impossible. The ability to demonstrate depends in a measure upon the child's ability to imagine; unless we endeavor to develop the powers of imagination there can be no arousing of the demonstrative powers. Language, to be sure, has been and will continue to be the great obstacle that looms up, and the inability of the child to prove he has a demonstrative faculty may be due to the poverty of language at his command. Granting this to be the case, would not the idea of having him explain the successive steps of his work in his own language, assigning a cause or reason for every step, tend to lessen this particular obstacle? It is toilsome work, to be sure; yet to have given to the mind of one little child the boon of being able to demonstrate its ideas, is certainly a consummation worthy of the time and labor.

It may not be amiss here to make a plea for more teaching of mental arithmetic. Much valuable practice may be had from slate exercise in arithmetic, yet it is the good old-fashioned mental arithmetic which does more to fasten the principles of arithmetic firmly in mind, and to secure rapidity of calculation. I have my pupils drilled mentally at least once a week, and the plan adopted is something like this. The problems are spelled out by the teacher, and each pupil is called upon for the answer, which may be written upon a slip of paper, a reasonable amount of time being allowed for the mental solution of the problem. The answers are then written upon the board opposite the name of the pupil. All whose answers differ may be required to take the floor and demonstrate or explain how they arrived at the given solution, and the class decides which one has given the most logical explanation. As it often happens, the entire class may fail to give the correct explanation. In this case they may, at the discretion of the teacher, be allowed to try

again, or the teacher may suggest hints, or he may even take the floor himself and explain the correct way of solving the problem. I have had success in this kind of work, and it is extremely popular with the average pupil. It creates rivalry, enthusiasm is rife, and the usual monotony is a thing unknown. Indeed, I have upon more than one occasion seen the enthusiasm of some of the boys raised to such a pitch that indications seemed to point rather seriously to a black eye for one or the other of them. I often require the pupil who has successfully explained how he solved the problem to turn to the wall slate and, if possible, illustrate it by means of a diagram. This is the final test of the understanding of the principle involved, and is in itself a valuable exercise.

In conclusion, it has been shown that arithmetic possesses possibilities often overlooked; that it is possible to make it a real, live, and interesting study. By giving the pupils of the advanced grades short talks once in a while on the capabilities and uses of this wonderful science, we may so arouse their interest that the study ceases to be any longer dry and commonplace. In fact, by explaining to them how it is through its aid that we can determine the diameter of the spider's web, the most wonderful and delicate object of the natural world; compute the distance of the remotest star of the heavens; calculate the size of a needle's point; or estimate almost exactly the magnitude of the sun,—the study takes on a glamour of imagination, and becomes thrice as interesting to the average boy or girl.

At any rate, we may strive to make ours a course of study that will both captivate and interest the child, supply the will with motives, and enlist the reasoning powers. Imperfections and errors will of necessity characterize our work; for we are all fallible. That perfect teacher with perfect methods for the securing of perfect results yet belongs to the happy millennium. But if we are earnest, patient, and high-

mind in our efforts to elevate our pupils and enable them to see things on a higher and grander scale, we may hope to accomplish something worth while. And in the lines of the poet we may feel that—

“Each for the joy of working, and each in his separate star,
Shall draw the thing as he sees it, for the God of things as they are.”

JAMES W. SOWELL,
*Instructor in Arithmetic and Composition in the
Nebraska School, Omaha, Nebraska.*

THE DETRIMENT OF NO COURSE OF STUDY.

From a Teacher's Point of View.

PERHAPS the time has not too long gone by for us to remember the systematic way in which we were taught to do the every-day affairs of life in our own homes, first this, then that, but given always with the same idea of a definite arrangement of detailed duties. We early learned the value of law, order, and system.

All the world is based upon a systematic arrangement of detail. Can we imagine a more chaotic condition of things in nature than a lack of system in the workings of our great universe? Can we imagine a more chaotic condition of things in education than a lack of system in our public schools, universities, and colleges? What more deplorable condition of things can exist in pedagogical life than an indefinite idea as to what is to be done by a teacher in the classroom? There is absolutely nothing that can work greater havoc in the mental development of a quick, responsive, energetic class than a teacher floundering blindly, helplessly, and hopelessly through a nine months' school period with little or no knowledge of what his class has had or what it should have.

We sometimes hear such a remark as this from a teacher at the opening of school: "I don't know what to do with these pupils, I don't know where to begin—don't know what they have had nor what they haven't had."

Pity that teacher, for he realizes only too well the days, weeks, and sometimes even months of valuable time in a child's school life half lost in confusion trying to locate a class and find out what principles it has taken up and how far it has gone! Is the teacher wholly at fault? How many good teachers there are who, as teachers, have been sadly misjudged because they have been so placed with no course of study, no record of past work done to show them where a class left off and where it is to take up the work.

The excellence of a teacher depends not upon how many principles he can cram into the mind of a child in a year, but upon his manner of so presenting certain specified subjects and principles to a class in that year as to waken an interest and give a clear, concise idea of the rules thus inculcated in his outline of work.

Herein lies the real value of a teacher—his ability to take up a subject in its various phases, to expand upon it, and to give such a broad and thorough study of that subject as to impress it indelibly upon the minds of the class.

In order that a teacher may thus present ideas to his class, in order that all of his energy and thought may be directed to the "*how*"—in order that he may supplement, diversify, and elaborate as much as he so wills, with a definite knowledge of what in general is required during the year, and thus keep within the scope of work outlined for him—in short, in order that he may know just how far he may go or just when he must stop in his supplementary work—a course of study is an absolute requisite in a well established, well conducted, and successfully resultant school.

Can this be done without a specified outline of work? It

is the aim of all teachers to work to a certain end. If there is no specified end, no goal toward which to work, what must be the result? A fostering of restlessness, a lack of incentive and thoroughness, and a dearth of systematic, well balanced minds among our pupils.

Take on the other hand a school wherein the course of study is explicit and concise from the first year to the last, where the work of each year so grades into the work of the year following that there need be no halt in the intellectual development of those pupils as they go from one grade to another, and you will find inculcated in the minds of those same pupils qualities of firmness and good reasoning.

In all work there must necessarily be uniformity and in our common-school work this has been carried out in such detail that throughout our State as well as others a commission of men is appointed to examine, classify, and decide upon the text-books to be used in the common schools throughout the State.

How easily this could be arranged in all schools! Text-books, be they arithmetics, histories, nature books, or geographies, should be introduced (if accepted as text-books) in such a manner that an outlined course of study could work upon the principles set forth in those books *as sets*—step by step—book by book.

To use as a text-book Hall's Arithmetic No. I one year, Prince's Arithmetic No. II another year, and some one else's still another year—while each one may be equally good as to the principles therein and the manner of presenting those principles—is not only disturbing and unsatisfactory to classes and teachers, but is a detriment to methodical work and good results.

If Hall's First Book in Arithmetic has been considered worthy of introduction into a school as the text-book for a certain grade of pupils, upon what basis could Books II and III by the same author, carrying on in like manner the princi-

ples accepted in Book I, be unworthy of introduction into more advanced grades in that same school?

In the acceptance of a course of study it must be remembered that no two classes which come under a certain grade of work can or will accomplish that work in the same manner or time. Perhaps the methods used successfully with one class fail to bring the required results in another. Teachers of adaptability and energy rarely if ever present exactly the same outline of work *in detail* to different classes. Perhaps, as is almost universally the case, one class may be mentally able easily to do the general work outlined for a certain grade whereas another slower class cannot complete the year's work as outlined. It is just here more than anywhere else that a course of study carries with it undeniable aid to a teacher taking that class the year following. He knows, for the record has been kept by the preceding teacher, just where to take up work with the class.

It may be they are a fifth-year class doing the latter part of fourth-year work; but whatever they are doing, he knows just where they stand and takes up the class work where it was dropped the year preceding and continues the work with a knowledge of the ability and progress of the class.

A course of study is not supposed to be a hide-bound outline, the work of which absolutely must be accomplished during a certain period of time.

Do we find this the manner in which a course of study is used in our best graded public schools? Indeed not. In those schools we find such a systematic method of grading pupils and such a thorough outline of work set forth that a fifth-year class, for instance, is divided into A 5th, B 5th, C 5th, etc., and promotions of pupils are being made continually—not a jump of a whole year, but step by step, so gradually and so accurately as not to daze or confuse the minds of pupils promoted. Then why should we try to

compel our deaf pupils to come under requisites which are not laid out for children of full faculties?

MARGARET J. STEVENSON,
Instructor in the Kansas School, Olathe, Kansas.

WHAT DOES IT MEAN?

IN all teaching this is a vital question. In no teaching is it more vital than in the teaching of the deaf. There is many an Emma Lou among deaf pupils and students.

A pupil or student may repeat a page of history with photographic fidelity; does it prove that he has grasped the ideas thereon? No. He may translate a Latin sentence accurately, and parse well, in the rigid terminology of grammar, every word in it; do those acts show that he has made its meaning his own? No. He may describe a simple geometrical figure, in the English language, with an exactness that Legendre does not surpass; does it prove that he in his own mind realizes the shape of that figure? No.

For each of these Noes the writer's experience is authority. Is there not authority for them also in the experience of hosts of teachers, although engaged, it may be, in teaching other subjects?

This is a very serious matter. When a pupil or student repeats accurately a page of history, but, being tested, shows that he does not see the plain relations of the events and persons mentioned thereon; when he translates well a sentence of Caesar, but, being tested, declares that a certain pronoun therein refers to Divitiacus when it really refers to Dumnorix; when he describes a right angle, in words, with perfect precision, but, being tested, draws an oblique angle to illustrate it—and these deeds (or misdeeds) and their like are by no means imaginary nor even infrequent—that pupil or student is surely in a very serious condition.

It is a condition bordering on, if it does not reach, one form of *aphasia*. He has the words, but not the ideas to convey which is the only office of the words; the husks—words again—but not the golden grain of thought, to protect and preserve which is the sole purpose of the words; the body—still words and words—but not the immortal soul of meaning which the words are simply meant to enshrine, endow, and reveal. It is a condition that frequently makes him curiously, pathetically, helpless when the need arises to interpret words; as if—and this illustration is, in kind, not a pure invention—being told in words to shut a door he should pick up a pencil.

What is the cause of this condition? Is it due to lack of command of language? Sometimes, it may be, but often not, for it is found in those not deficient in language and not found in those so deficient. The writer has in his classes to-day a congenital mute whose command of language is but fair, who yet is remarkably free from this condition; and also a semi-mute possessed of full and facile command of language though a victim of this condition to a degree markedly and painfully and daily apparent. Again, is this condition caused by excessive riding of that attractive but much abused steed, the language of signs? Sometimes, it may be, but often not, for the condition is found in those who do not use signs, and in others who use them but sparingly, and not found in still others who use them habitually.

What, then, is the cause of this condition? Whatsoever it be, one thing is certain, namely, that these young people do not *think*. They see printed words; they can repeat them; and that, to them, is all there is to it. The meaning, which those words were invented solely to plant and transmit, has taken no root in their minds. Their minds seem like the field of waving grain over which the idle wind passes; and the words, so far as their effect, permanence, and import go, are like words written in sand, or in water.

If young people in this condition remain therein, even after devoted and persistent and intelligent efforts to bring them out of it, there is evidently little or no hope for them. They must then be classed with incapables; but they must not be blamed, nor their instructors, because they are subject and remain subject to this, in their case, unfortunate condition.

If, however, young people in this condition are, after like efforts, found capable of rising above it more or less easily, where is the fault that they are now in it? Not wholly with them, for youth is usually thoughtless. When they read they do not think, although they *can* think. Evidently, then, they do not think because the habit of thinking when reading has not been sufficiently insisted upon and required of them.

Here is the *crux* of this paper, to which all that has been written is but a preface, perhaps too prolix. When a pupil or student recites, no matter how glibly and accurately, words he has read, let instructors beware of accepting the act as evidence that he has grasped the ideas beneath the words. Kind, though apparently cruel suspicion on this point should be the ordinary attitude of the instructor's mind. He should hunger and thirst for other proofs, nor rest till he find them. How shall he find them? Not always in the same way; his observation of the particular pupil and his ingenuity will suggest the best way. Some ways, however, are generally applicable. If the pupil or student can cut loose from the language of the text-book and give the ideas well, in his own words, it is good proof. If he can render in the first person text-book statements in the third, it is good proof. When he has duly recited "Sir Walter said to the queen that," etc., ask him what Sir Walter *said* to the queen; *i. e.*, ask him to speak as if he were Sir Walter himself. If he can do it intelligibly it is good proof. This is a resort by which many a dull page may be made real, life-

like, dramatic. When the text speaks of a figure that can be easily drawn, it is good proof if he can draw it.

By these and other ways, using always the English language, spoken, spelled, or written, at least three valuable results will be reached: (1) the exercise of mind involved will be strongly educative; (2) the exercise of language involved will tend to freedom and facility in the use of language; and (3) last and best of all it will be borne in upon him constantly that when he reads he must strive to see not the words he reads but the ideas that lie beneath, above, and around those words; that as he fails in this he fails completely and his mind continues a weak and impotent thing; as he succeeds, his powers of perception increase and he rejoices in the mastery not of mere dead words but of the living truths they speak.

AMOS G. DRAPER,

Professor in Gallaudet College, Washington, D. C.

HOW BEST TO FIT THE DEAF FOR A USEFUL AND ACTIVE LIFE.*

No life can be useful and not be active, yet there are degrees of usefulness and activity. To be useful to the degree of self-support, and in some instances to add to the world's thought and progress—to this we might well strive to bring our deaf pupils.

Life sits lightly on the young, and it is therefore in youth that the foundations are laid upon which the later life rests. Now the question is, What can we do to lay the foundation?

First of all we must look to the character. We must, if possible, make the child strong, so that he will be able to govern himself, and we must take care that he knows the

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moral law for both private and public life. But a child naturally takes the people with whom he lives for his pattern. We must not only teach by precept, but by example.

Charles McMurray says that no influence outside of his home can so mould a child as a high-toned teacher, and he explains high-toned as meaning dignified, kindly, well-bred, impartial, and not neglectful of either dress or manner. If we would have our pupils grow up courteous, kind, unselfish, obedient, we must see that they are all these in the schoolroom, and the teacher himself must be all these things.

Children seem to have the keenest scent for finding out the weaknesses of those in authority over them, and unconsciously, and sometimes consciously, they are able "to work them." This, I think, is especially true of deaf children, for they notice the least shade of expression that crosses a teacher's face.

Then, that we may make the character strong to resist evil, we must not omit instruction. Infancy and youth need the same kind of religious instruction that the race required in its infancy. It has been my experience that the lessons from the New Testament bear greater fruit than those from the Old; that religion was not made for the Sabbath, but that the Sabbath was distinctly made for religion.

I have considered under my subject four heads or divisions; this is the first. The second is the intellectual development, the third the manual, and the fourth the social. They stand, then, moral, intellectual, manual, and social.

Deaf children are not like other children; even the brain in its functioning cannot be like that of the normal child. For when one of the avenues is closed there must be brain areas that are dormant, brain centers that have never vibrated responsive to any nerve excitation. Since that is the case the deaf child is handicapped and his brain does not admit of the same kind of development as the brain of the normal child, either in quantity or in quality.

I often find that the question is not so much how I shall teach as what I shall teach, and I have continually to ask myself. Does this *Lehrstoff* contain the information necessary, and is the language such that it can be understood, and is it at the same time progressive? New words in themselves are nothing unless they are useful, or rather, I should say, unless they form part of the vocabulary of every-day life. It seems to me this is all the more necessary in the lower grades, for many deaf pupils leave school before they reach the ninth and tenth grades, the only place where embellishments are at all in place or at all excusable. Idiomatic and colloquial English should be taught every day, and even then the expressions of the deaf child will be stilted and unnatural. It has always seemed to me that we make a lumber-room of the minds of the deaf children, and not a very orderly lumber-room either.

First and last the deaf child must be taught language. Thought to a certain extent is independent of language—that thought which presents itself in a series of pictures—but of what use is the thought if you cannot impart it to some one else, and again if no one can impart thought to you? I do not here mean simple directions or questions, but vital thought, the thought that lifts us to a higher plane and brings the soul into harmony with the divine. Is it not by language that we differ from the brute creation? What is man's most God-like gift? "God spake. Man answered." All deep, logical thinking is conditioned on language.

We so often forget that the things that lie near us are just as interesting and much more important than the remote. A boy should know his own country's history, her government, her conquests, her possessions, before he attacks the history of the Medes and Persians, or even that of England. It is more important that he should be able to solve problems under the four fundamental rules than that

he should be able to calculate the product of millions by thousands. It is very improbable that any such calculation will ever enter into his every-day life. Very largely, I think, we use the wrong material in our work. We teach too much those things that are of books and not of every-day life.

The intellectual life of deaf children does not stretch out to any great heights or depths, so would it not be better to make the foundations broader and safer and leave the superstructure with fewer ornaments?

Third, manual dexterity. The great strides that have been made in this direction in the last ten years point to still greater progress in the future. Each child should have the means placed in his hands that will help to develop in him any powers that he may possess. If he will make a fine carpenter it is useless to try to make an artist of him. If he will make a first-class printer it is out of place to try to make a baker of him. The number of trades taught in our institutions is necessarily limited, but as far as may be the boys when they leave school should have such manual skill as will enable them to approach with greater ease the trade that is to be theirs through life. It is almost impossible to make skilled workmen or experts out of untrained deaf boys for the reason that as soon as they leave school they begin to work as common laborers and never have the time to become experts. Of course there are a few exceptions.

But skill is not all that is required of a workman. An employer expects his workmen to be prompt, to be sober, to follow cheerfully such regulations as he may make, and once in a while he may even ask for extra time, but above and beyond all this he will expect his workmen to be honest and trustworthy. How important that these habits become fixed in pupils before they go out into the world.

There remains now the social development. Perhaps this belongs neither to usefulness nor activity, but if we

have a social life we are prepared for larger usefulness and greater activity, for contact with the thoughts and ideas of those about us is a stimulus and a help.

The State, in taking deaf children into an institution, puts itself in the place of the parents and is, therefore, responsible for the development of the children in all directions. So far as possible the conditions should be such as approach, even equal, the conditions of the good home. Manners are not to be overlooked in this. A great man has said that the world will sooner excuse crime than bad manners. Manners in the schoolroom, on the playground, on the street, in the study-room, but above all at the table, should form a very deep concern of those who have the care of deaf children. Nothing shows the environment and breeding as much as manners.

Herbart says; "You have read my book from the beginning to the end; now if you would really understand me please read it from the end to the beginning." If you will do the same here, or if you will think it in inverse order, you will find that all is simply to make good men and women who shall be able to do their share in the world's work. That man brings the millennium nearer who lives for righteousness.

ELSIE M. STEINKE,
Instructor in the Wisconsin School, Delavan, Wisconsin.

THE EDUCATION OF THE DEAF IN JAPAN.

In a volume entitled "Education in Japan," prepared by the Japanese Department of Education for the Louisiana Purchase Exposition,* one section is devoted to a description of the education of the deaf and the blind, or the blind

Education in Japan; prepared for the Louisiana Purchase Exposition at St. Louis, U. S. A., 1904, by the Department of Education, Japan.

and dumb, as they are called in Japan. Information regarding the condition of the deaf in foreign countries is always interesting and valuable to teachers and friends of the deaf everywhere, so I believe some of the facts set forth in this book are well worth repeating in the *Annals*.

In Japan the blind and the deaf are as a rule educated in the same institution, with, of course, two departments. The first school for the education of the deaf was opened in 1878 at Kyoto, and was an institution of this kind. In 1879 it was taken in charge by the municipal authorities, and it has been a public school ever since. It owes its origin to a teacher in the elementary schools named Furukawa Tashiro, who had two deaf children in his classes and was moved by their needs to devote his life to teaching the blind and the deaf. He continued as head of the school for more than ten years, inventing contrivances and methods for teaching his children, but in 1889 was obliged by ill health to retire from active work. His school is now known as the Kyoto Institute for the Blind and Dumb. It has 157 deaf pupils. The course is elementary (all schools for the deaf in Japan are so classed), and covers a period of five years.

In 1880, with the assistance of the imperial treasury, a school for the blind was established at Tokyo. Deaf children were admitted to the school and a course provided for them. In 1885 the school came under the control of the department of education, and since 1887 it has been known as the Tokyo Blind and Dumb School. It has 106 male and 71 female deaf pupils in the ordinary school course, and 11 male and 8 female deaf pupils in the industrial course, making a total of 196 in attendance. It is now a boarding school, so that pupils from a distance may live in the institution. It has a growing endowment, and hopes to be independent, eventually, of all government aid.

Besides these two large public schools there are 17 pri-

vate institutions of different sizes for the instruction of the deaf and the blind, with a total enrollment of 1,063 pupils. In each of the two public schools mentioned there are two courses, the ordinary and the industrial. Pupils are admitted between the ages of 6 and 20. They may choose one or two subjects in each course, or may devote themselves entirely to the ordinary course or to one subject in the industrial course, as their parents wish. The ordinary course in the Tokyo school is as follows:

First year.—Numerals, written vocabulary and phrases (in different styles of characters), addition, and subtraction.

Second year.—Written phrases (in different styles of characters), easy oral phrases (for some pupils), colloquial phrases, addition, subtraction, and multiplication.

Third year.—Composition in various styles of characters, two styles of writing proper names, multiplication, division, weights and measures, written conversation on physics.

Fourth year.—Notes, letters (in two styles), short composition, oral exercises (for some), division and problems in arithmetic, written conversation on geography and physics.

Fifth year.—Notes, letters, composition, oral exercises (for some), problems in arithmetic, written conversation on history and natural science.

During all five years regular work is given in physical culture and sports.

The industrial course at the same school is arranged as follows:

Drawing.—First year, ornamental lines, shading and coloring. Second year, birds, flowers, beasts, and ornamental designs. Third year, scenes and characters, copying and designing. Fourth and fifth years, drawing from nature.

Engraving.—First year, use of tools and making small boxes. Second year, engraving boxes, trays, etc. Third year, animals and flowers in relief. Fourth year, scenes in relief, plastic work. Fifth year, human figures and plastic work.

Carving.—First and second years, use of tools and work on small boxes and trays. Third year, tables and chests. Fourth and fifth years, tables and shelves in soft and hard woods.

Sewing.—First and second years, use of needles and sewing underwear. Third year, making lined garments and coats. Fourth and fifth years, making of coats, lined and stuffed garments, and underwear.

Graduates are allowed to remain an additional two years if they so desire, for review or special work. School lasts six hours daily. This year a course of training is to be established for those wishing to become teachers of the blind or the deaf.

Speech is taught with the aid of Bell's symbols only to those pupils in the ordinary course who show special aptness. Written language in Japan has many varieties. The written characters have three forms and many different pronunciations and meanings. The spoken and written languages are quite different. Written language is considered absolutely essential for the deaf, however, and so much time is necessarily consumed in teaching it that speech teaching can be carried on only with those pupils who learn it most readily.

The main object of the education of the deaf is to teach self-support, and in this the schools seem fairly successful. After graduation the young deaf people often earn a living by means of the industry learned at the institution. The following are given as the occupations of 54 deaf graduates of the Tokyo school:

Assistants in families, 14; students of drawing, 8; teachers of the deaf, 4; agriculture, 4; household business, 4; tailoring, 4; photography, 3; joinery, 3; organ making, 2; porcelain painting, 2; cotton printing, gold lacquering, painting on dyed stuff, dyeing, seal engraving, wood engraving, sock-making, shoemaking, each, 1.

It is of interest to notice that the work of teaching the deaf in Japan is largely under the department of education. It is not looked on as a charity by the government, although some of the private schools are supported mainly by benevolent people.

In language work, and hence in almost all ordinary school work, the Japanese seem greatly handicapped by the difficulties of the complicated written characters in use and by the different styles of written language. But even now Japan is considering seriously the adoption of Roman characters and Arabic numerals. When this is done it cannot fail to help advance the standard of the school work.

The industrial work done in the Tokyo school is fine. Those who saw the beautiful examples of inlaying, carving, and painting brought to this country a few years ago by the director, Mr. Konishi, will testify to its great merit. The art work exhibited by the same school at the St. Louis Exposition drew special praise from the international jury of awards. All in all it seems beyond a doubt that the education of the deaf in Japan is already at such a stage that we may draw help and inspiration from our far eastern neighbors as well as send help and encouragement to them.

PERCIVAL HALL,
Professor in Gallaudet College, Washington, D. C.

CARTOONS.

THERE has been much discussion of ways and means to bring out the language of the deaf, and above all to teach them to write the English language as it is spoken.

While many excellent methods have been suggested with satisfactory results, I would like to put in a plea for the cartoon. At first glance it may seem an impossible and slightly ridiculous idea, but possibly the following arguments in its favor may be convincing.

Current events and the use of newspapers in the school-room have been adopted in most of the schools for the deaf in this country, and after all the cartoon is really as much a part of a newspaper as the editorial itself.

The cartoon played no mean part in the last political campaign, and every leading newspaper of the country has on its regular staff as good a cartoonist as its means allow.

How meaningless a cartoon or a comic picture would be to us if we did not see the point! Do you suppose that a hearing child can interpret the cartoons any better than a deaf child of the same age? No; the child has it explained to him at home, and though his mind often cannot comprehend it fully or understand the significant relation of the cartoon to a particular question of the day, still as little by little his reading of the newspapers develops so will his understanding. If the hearing child is told the meaning of the cartoon, why should not the deaf child be told and so obtain the comprehension that his hearing brother has?

Not only will the systematic study of cartoons increase the pupil's vocabulary of idiomatic language, the connection between the two being taken up farther on, but it will soon be found that, as they begin to grasp the whys and the wherefores of a cartoon and see more in it than merely a "funny" picture, they will cultivate a more thorough, interested liking for the newspaper, for it will become a matter of pride with them to be able to explain a certain cartoon without assistance. It will also aid much in forming mental pictures, which is of inestimable value to every one, whether deaf or hearing.

In regard to the cartoon bringing out and opening the way to idiomatic language, as above mentioned, in the explaining or describing of cartoons often an expression that probably would never come up during other recitations comes to one's mind, and fits in so visibly and so clearly that it is impressed upon the attention of the pupil and is far

more likely to be remembered than if the same idiom were given in a sentence, no matter how clearly explained. "Seeing is believing."

It may sound rather far-reaching to claim that the study of the cartoon will increase the liking and understanding of works of art and books, but it may be so in this sense. The love of good pictures is a pleasure denied to no one blessed with sight, and yet of what use and pleasure is a water-color or oil painting of rare art, or an etching of note, if one is not able to see more in them than just the objects, the trees, the water, and the skies? The liking for pictures can be cultivated just as well as a liking for many things that one is at first indifferent to; and so it may be claimed that the study of the cartoon develops in the deaf child the knowing that there is more in the picture than that which first strikes the eye.

Books are the best friends any one can have, but they are of most value to one who for any reason is so placed as not to be able to pursue the pleasures indulged in by many, or perhaps cut off from much intercourse with congenial people. How much more understanding can be obtained from a book or any written article if one has been trained to read between the lines and see what lies hidden there.

The cartoon has been tried and not found wanting. It can be described, taught, or explained in several ways. Questions may be asked to bring out the meaning. At first the meaning may be very literal, but time and practice will develop wonders. Another way is to give an inkling as to what the cartoon is about: then let the pupil bring into the class the clipping from the newspaper to which the cartoon refers, and the explanation be given. The third and perhaps best way is to use in conjunction with this form of language work the list of idioms compiled by Mr. W. G. Jenkins, and printed in the *Annals*, vol. xxxiv, pages 107-113, or the list compiled by Dr. J. L. Smith for the *Associa-*

tion Review for February, 1904. The idioms best suited for the cartoon used can be given the pupils with a clear explanation of their connection with it and also its meaning in regard to what it represents; a description can then be written. In that way not only is it a study of language but of questions of the day also. Slowly but surely it will develop a better understanding of the newspaper, and also, though for a time imperceptible, a broader and fuller understanding of the English language, which is often hard to grasp even by persons in full possession of all their senses.

We are all working toward the same end, namely, that the pupils we have under us, who are mere children now, may develop into cultured men and women in the broadest sense of the word. As "all roads lead to Rome," so may the use of the cartoon in the schoolroom, if given a fair trial, prove to be one of the ways toward the understanding and use of good English.

MABEL MARTIN PARK,

Instructor in the Colorado School, Colorado Springs, Colo.

A PLEA FOR THE CHILDREN.

SOME teachers are advocating the abolishment of signs in the conducting of chapel exercises, and the substitution of manual spelling or speech.

Only the brightest and most advanced pupils can derive much benefit from such a proceeding; and even they will in time become exceedingly weary of the endless stream of words, and chapel exercises will degenerate into an occasion of dread and become a bugbear to those compelled to attend. As for the dullards, even if their time so spent is not entirely wasted, the benefits certainly cannot be commensurate with the efforts expended by their instructors.

Speaking from my own experience I can truly say that

I never enjoyed nor understood Bible stories, sermons, or lectures through hearing or reading as I did through the medium of signs as used by my teachers, Dr. P. G. Gillett, Dr. H. W. Milligan, Marquis L. Brock, and other masters of the language. The wonders of the Bible, the beauty of its narratives, the power of its words, its deepest meanings, its warnings, exhortations, and promises have never been so vividly presented nor so deeply impressed upon my mind and heart as by that medium.

Youthful enthusiasm, unfaltering trust, a ready belief, may be things of the past; a disposition to weigh in the balance, to analyze, to dissect, may have taken their place; but the finest sermon ever penned fails to thrill and enthrall as would a sermon delivered in the graceful, beautiful, clear gestures of the old masters of the silent language.

Of this most beautiful and comprehensive method of communication theorists would rob the children of silence merely for the sake of a few more paltry words and phrases of English. They would compel helpless, defenceless children to sit and watch them wriggle their unmeaning fingers for a half hour or so at a stretch. An exceedingly small percentage of their victims are able to make any sense of their misdirected efforts, and a still smaller number derive any benefit from the manual gymnastics. What can be more uninteresting and wearisome than an endless stream of letters and words, an expressionless face, and an immovable body?

Do they never stop to consider how little enjoyment they themselves would derive from a service spelled or spoken at them in a foreign language?

Gestures are the natural language of the human race—gestures of face, hands, shoulders, arms, limbs. It is a language used voluntarily and involuntarily, as occasions occur, by all classes, all ages, and all conditions of humanity. What more eloquent than hands clasped in supplication

arms extended in entreaty, the smile of welcome, the shrug of indifference, the nod of approval?

Attempt to tell a story by spelling—for instance, Christ stilling the tempest; use in the description all the finest words at your fingers' ends; and then let a master of the language of gesture render it in the graceful, impressive signs at his command, and note the transformation in the attitude and interest of the spectators. Be they deaf or hearing, the effect is the same. They *see* before them the angry, tossing sea, the storm-swept sky, the frail boat with broken mast and ragged sail scudding perilously through the white-capped waves; the frightened sailors working frantically to save their doomed craft. Then yonder appears a vision of light moving slowly towards them; the waters subside, the wind dies down, calm succeeds tempest, the surprise, peace, trust of the half-drowned sailors are vividly depicted, and the spell-bound auditors have seen, felt, and thrilled in unison with the speaker.

The sign language is capable of many degrees and shades of meaning. It has its place and its use. It would be as sensible to condemn the study of French, German, Gaelic, Russian, or any other foreign language because a knowledge of these languages may interfere with the acquisition of English.

It would be well if all persons employed in teaching the deaf were obliged to study one or two foreign languages. It would give them a faint idea of the disheartening difficulties English presents to the average deaf-mute. We should remember that while we have acquired our mother tongue without effort, and can compare another language with it and thus assist ourselves in the mastering of a different tongue, the deaf have absolutely no language to fall back upon but that of signs. Depriving them of their God-given means of expression is but increasing the difficulties in their path. A deaf child who is permitted to use gestures

when English fails, will learn English twice as rapidly and far more understandingly.

We who use English as our mother tongue inevitably return to it when our knowledge of a foreign language is insufficient for our need. Do we suffer thereby? Why cannot those who would rob these deaf children of their birthright, before they commit such an injustice, put themselves in their place? Let them imagine themselves among a people whose language is unknown to them; how much would they appreciate or enjoy the conversation going on around them? It would be strange indeed if they did not resort to the language most familiar to them in an endeavor to make themselves understood.

As soon destroy a bird's wings and expect it to soar heavenward as deprive these children of gestures—crude gestures, as the uneducated make them; modified, refined, and philosophical gestures as used by the masters of the sign language.

Do these theorists ever consider the disadvantages of defective sight which may be added to the other afflictions of their pupils? Can one conceive of anything much more trying to sight and of greater strain to the nerves of a restless child than to be compelled to sit still and gaze at one object, and that a most uninteresting one, for any length of time? Add to the above bad light, either too strong, insufficient, or ill arranged; indistinct spelling or, maybe, so rapid that only the most expert can possibly catch an occasional word.

Speech, writing, spelling, all have their place in the education of the deaf, but no single one of those methods of communication can equal the sign language in addressing the audiences that assemble in the halls of our schools. It can be adapted to the mental calibre of all grades, with a facility unknown to the other methods. It is a wonderful language with powers for infinite good. It casts light where

before was darkness, it teaches right and wrong, it arouses to laughter or moves to tears.

To the deaf, its grace takes the place of the rhythm of music; most especially is this fact exemplified when a hymn or poem is recited by that means. No one can believe more firmly than I in the utility and necessity of spelled and written language wherever possible; no one can be more grateful for the power of speech; but the good and the happiness of the majority are to be attained by Nature's own language, signs, which are stimulants to thought and observation, arousing to activity dormant minds which no other methods can successfully reach. Let the greatest good of the greatest number rule, where chapel services and lectures are concerned.

SYLVIA CHAPIN BALIS,
*Instructor in the Ontario Institution, Belleville,
Ontario, Canada.*

INSTITUTION EXTENSION.*

THE history of the pupils who have been trained in our schools for the deaf gives evidence that our labor has not been in vain. To say that every one has fulfilled in the highest degree the measure of character and usefulness that we hoped for would be a foolish boast. Now and then, not often, one falls by the wayside. It is the sad experience of every teacher, but it is no exaggeration to say that our percentage of failure is less than in the average schools of the State. The great proportion of our graduates in spite of their handicap are peaceable, industrious, law-abiding members of the commonwealth, fulfilling the duties of intelligent, good citizenship, and contributing their full share to the weal of society. Their services are sought by many

* From the Twenty-sixth Report of the California Institution, 1904.

employers who have had experience of their worth, and the best evidence of their industry, faithfulness, and integrity is the long time they hold positions. The deaf marry and rear well-behaved children; they acquire property, open bank accounts, vote intelligently, and win the respect of the community in which they live.

But with all this excellent showing the thought has come to me whether our duty to the deaf ends with the classroom curriculum? Is it not possible to organize an educational influence that shall stimulate our graduates to obtain, after they leave school, a freer comprehension and use of language, which shall help them to clearer thinking as well as to nobler ideals of life and its purposes, than the average graduate possesses?

One of the important educational influences of the last thirty years has been a movement known as "University Extension." It was inaugurated by Cambridge University, England, and was soon adopted by Oxford, and is designed to enlarge the literary and scientific horizon of the great mass of people who have neither the means nor the time, perhaps not the ambition, of attending a college, but who gladly avail themselves of opportunities for self-culture through properly directed reading courses, lectures, personal intercourse, and correspondence, all brought, as it were, to their doors by university teachers specially fitted for this sort of work.

It is not my purpose here to give a history of this movement nor of the various forms it has assumed in England and America, but it has suggested to my mind a method of helping the deaf who have had the advantage of instruction in a school for the deaf for the usual term of years which the State allows. It need not be said that this instruction with the deaf, as with the hearing, is often inadequate for the desires of young men and young women who wish to keep abreast of the world. It is a trite saying that neither

the school nor the college is the end of education. Both offer merely the preliminary studies for life, usefulness, and culture. The man or woman who crystallizes at graduation from school or college, or who retrogrades in moral or intellectual efficiency, is a failure, whether he carries away the diploma of the university or of an institution for the deaf. To teach students how to think rightly—for “he who thinks awry will scarce act straightly,” as Mrs. Browning well says;—to impart such moral instruction as will develop into an abiding life-principle of action; to lay the foundations of true manliness on the corner-stones of integrity, honesty, industry, and perseverance; and to give a knowledge of how to use the tools and material with which to rear a superstructure of character and self-culture, is a worthy accomplishment and may well satisfy any faithful teacher. It must be confessed, however, that we sometimes come short of the end we seek, and it is largely due to the handicap of deafness and by reason of subsequent environment. The deaf man or woman is to a certain extent deprived of that mutual attrition which the hearing man enjoys, often unconsciously, by the multitudinous voices that surround him. In the case of a hearing man, with eyes and hands occupied, the “winged words” of speech may go back and forth in social intercourse without interruption of his work. On the street, in the marts of trade, at divine worship, among the audience of the lecture-room, at the family table or the evening “function,” the hearing person is always *en rapport* with his fellows and shares their intellectual stimulus. Even the blind have the advantage of this bookless education which forms so large a part in one’s mental equipment. But from all this interchange of thought the deaf is cut off. His communication with the human world must be by the laborious use of paper and pencil or the still less satisfactory instrument of often unintelligible speech and the guesswork of lip-reading. For

social purposes or for intellectual improvement the speech is utterly insufficient, the number of people who know the manual alphabet is few, and the task of writing soon becomes laborious and distasteful, especially if the interlocutor is weak in his syntax and spelling and not overfluent in expressing himself in writing, and is conscious of it. Now and then a deaf-mute has the good fortune to possess a devoted and intelligent family and circle of friends who begrudge no expenditure of time, patience, and loving helpfulness, if thereby they may cultivate his literary expression and keep their halting brother in touch with the world; but such instances are rare. In ordinary intercourse with his fellows, the deaf-mute finds that strangers soon tire of trying to understand his imperfect speech after their curiosity is satisfied, and he himself wearies in the effort to read the lips of people who often make no visible movement of lips, teeth, or tongue, and so communication degenerates to the scriptural "yea, yea" and "nay, nay," or the few commonplaces of greeting and physical necessities for which monosyllables will suffice.

For several years I have been in correspondence with a large number of our old pupils; some of whom have graduated, and some of whom have left school under time limit or the harsh necessities of *res angusta domi* before they had acquired that accurate use of the English language which it is our chief effort to give. In many of their letters one could see reflected the scant intellectual atmosphere of the writer's environment, and the sad isolation due to his deafness. The aridity of life in the mountains, on cattle ranches, on remote farms, and in the mills where many have sought and found remunerative employment is not favorable to mental development, less even for the deaf than for those who can hear. Many of the letters I receive contain errors of grammatical construction, misuse of words, and those inverted forms of expression which are known as "deaf-

mutisms," and which indicate certain processes of thinking rather than methods of education. It has been my custom to correct these letters and return them to the writers with such "notes" as seemed appropriate and helpful. The improvement in subsequent communications was so marked and satisfactory as to lead me to believe that an "Institution Extension" course might be organized, and inaugurated with profit and pleasure for former pupils. Those to whom I have spoken of it approve the undertaking. The expense in the experimental stage at least would be trifling. A small membership fee would pay for postage stamps. It may be necessary in special cases to supply books for the students. The teachers will be glad, I am sure, to coöperate in the way of preparing courses and correcting papers, while the Institution publication can be made a useful adjunct in the scheme by becoming the official organ of the Extension work. The courses, when fully developed, will include studies in English, mathematics, history, and such courses in science as will enable the student to keep abreast with the progress of modern research and discovery. If there is a demand for Latin or modern languages, provision will be made for satisfying such demands.

Preliminary steps are now being taken to carry out the project in the California Institution, and it is hoped to have it in operation by the opening of the year, 1905.

So far as I know, the scheme outlined above has never been attempted for the deaf, and I am not prepared to say what its outcome will be, but the plan seems feasible, and its carrying out may prove so helpful and popular with the deaf as to justify the employment of a special teacher or even a corps of instructors, who shall give their full time to this means of advancing the best interests of those whose handicap of deafness interferes so seriously with intellectual progress.

WARRING WILKINSON,
Principal of the California Institution, Berkeley, California.

EDMUND BOOTH.

EDMUND BOOTH of Anamosa, Iowa, died March 29, 1905. He had reached the ripe age of ninety-five years, having been born August 24, 1810, in Springfield, Massachusetts.

Mr. Booth became partly deaf and blind in one eye at the age of four from an attack of cerebro-spinal meningitis. At the age of eight he became totally deaf. He never lost the power of speech. In 1828 he entered the American School at Hartford, and upon his graduation four years later was appointed an instructor in that school. He filled this position satisfactorily for seven years, resigning in 1839 on account of failing health.

Hoping to recover health in out-door life and to find fortune in what was then regarded as the far west, he emigrated to Jones County, Iowa, after severing his connection with the American School. At that time the nearest house to the place he chose as his future home was a mile and a half distant, but gradually a flourishing town grew up around him which received the name of Anamosa. This was his residence for the rest of his life, except for a few years passed in California during the gold fever which began in 1849.

In 1840 he built the first frame house erected in Jones county, and in the same year he was married to Mary Ann Walworth, who had been his pupil at Hartford. She died seven years ago. Of this marriage were born four children, the youngest of whom is known and honored in our profession as the editor of the *Association Review*.

In 1856 Mr. Booth became editor, and a few years later owner, of the Anamosa *Eureka*. He retained the position until his death, though for several years past most of the work has been done by his oldest son, who became his partner in the ownership of the paper in 1868. Besides his editorial labors for many years Mr. Booth wrote several



EDMUND BOOTH.

1810-1905.

able articles for the *Annals* and other periodicals. He was three times elected county recorder, and during one session of the Iowa House of Representatives was enrolling and engrossing clerk. It was through his influence that in 1848 the first steps were taken by the State of Iowa for the education of her deaf children. He presided in 1880 as temporary chairman at the organization of the National Association of the Deaf. In the same year he received the honorary degree of Master of Arts from Gallaudet College.

In an article published in the *Annals of Iowa* for October, 1871, Mr. Booth stated that in the United States Census of 1840 the returns were perverted in the interests of slavery, in order falsely to show that a far greater proportion of the free blacks of the north suffered from various physical infirmities than the slaves of the South, and that for this purpose many white deaf-mutes were recorded in the Census as colored and afflicted with divers calamities besides deafness. Thus, Mr. Booth himself and two other intelligent white residents of Jones County, Iowa, all graduates of the American School at Hartford, had the pleasure of finding themselves reported in the Census not only as deaf, but also as blind, idiotic, insane, and colored!

Mr. Booth's career was long, useful, and honorable. He had a sound mind in a sound body, and the cheerful optimistic disposition that often accompanies great physical strength and perfect health. At the age of ninety he wrote: "Life with me has been agreeable, as a rule, the exceptions being hardly worth notice, and those exceptions now being almost entirely out of memory." Though a man of strong convictions, especially hating shams, pretensions, and injustice, and sometimes perhaps expressing what he felt with too little regard for the feelings of others, he was kind-hearted, liberal-minded, and generous in thought and deed. Among the deaf of America who have risen to distinction the name of Edmund Booth will always have a high place.

E. A. F.

NOTICES OF PUBLICATIONS.

THE BIBLE Arranged for Children. From the King James Version, with 24 Illustrations from the Old Masters. The Century Company, New York.

This book, if it receives the welcome it deserves, will prove, in our opinion, the most important work—certainly the most important educational work—of recent publication.

To justify so audacious an assertion, we must explain what we believe the Bible to be, and what we consider to be the especial merits of this form of its presentation.

The Bible is the message of Israel to the world; its subject, as well as we can state it in a single phrase, The Human Soul in Its Relation to God.

The Bible is more than a book—it is a whole literature, every part of which—myth, folk-lore, legend, fable, history, philosophy, oratory, political pamphlet, poetry—whether lyrical, pastoral, or dramatic, is penetrated and quickened by the feeling of the immediate presence and energy of God, “The Eternal,” not merely the Supreme Power, but that “Something not ourselves that makes for righteousness.” This message, though coming from an age far below ours in range of knowledge and in refinement, is still, and always will be, beyond comparison the greatest and purest source of supply to the currents of spiritual life. To illustrate by a parallel, the message of the Hellenic spirit to the world is, in part, the beauty and dignity of the human body. Now, you can learn a great deal about the human body, that none of the old Greek sculptors ever knew, by a year’s study in a medical college. But you can never get from any other source the full sense of the glory of perfect physical manhood that you can get from a good set of casts from the antique.

So, your conception of the universe may be wider, your charity for your enemies greater, than that of some of the Old Testament writers, but you will never learn to feel, from the view-point of reverent emotion, “what God is and man is” until you have read, marked, learned, and inwardly

digested the deepest utterances of the Hebrew psalmists and prophets.

Now this grand literature, so varied and rich in substance, we have, brought to the perfection of literary form, in the King James version, The Book *par excellence*, justly so called.

Profiting by and improving upon the previous versions, from Wickliffe's down, the translators of 1611 gave us a sufficiently accurate rendering of the original, and clothed it in the very perfection of noble and melodious phrasing. Since that time the English language has ceased to be capable of expressing the heights and depths of religious experience; at least, the King James Bible and the Prayer-book have had no worthy successors. Hence, in our opinion, the King James Bible is the Bible for common English readers, so long as our present English speech remains. In any change that we may make we shall gain a pennyworth of accuracy only at the cost of a pound-worth of dignity and power.

This Bible is the only really great literature that has thoroughly influenced and become familiar to all classes of the English-speaking race, and our debt to it is inestimable.

Unhappily, this invaluable book is now, by general consent, fading to some extent out of common and familiar knowledge.

Why? Partly, it would seem, for these reasons: *First*. It contains a great deal of matter that only encumbers and wearies the ordinary reader; as, that Peleg begat Reu, and Reu begat Serug—information valuable, if at all, only to a reader hoping to trace through these worthies to an ancestor entitling her to claim membership in the Antediluvial Dames.

Second. It contains much that offends our modern sense of delicacy; much also that is in conflict with our Christian views of morality and brotherly love.

Third. It contains numerous repetitions, and much of the matter is perplexed and disarranged.

Fourth. The division into chapters and verses is often misleading, illogical, and absurd.

Fifth. The difference in structure, nature, and purpose of the different books is in no way indicated, and is often ob-

scured, by the arrangement and printing. The difficulties which the deaf find in the use of the Bible, we are sure—and our confidence is based on some experience—are largely due to these infelicities, as well as to the archaic phraseology of the text.

All these objections are obviated in the volume before us. The opening chapter, for instance, gives us, entire, the first, or "Elohistic," story of Creation, which, in the usual division, is absurdly docked of three verses, which go over into the second, or "Yahvistic," account. The Book of Genesis, purged of its dross, makes a surprisingly beautiful, coherent, and fascinating story-book. We would lay heavily on it, as against the Arabian Nights, in a competition for the affection of childhood, both coming virgin to the ear. The books of Chronicles, Kings, and the historical chapters injected into the prophets are arranged into a connected, intelligible story. As to the Psalms, it is wonderful how their effect is heightened by eliminating all but about one-third—the pick of the whole.

Job, Psalms, Proverbs, and the last chapter of Ecclesiastes are grouped together as the Poetical Books, and are divided into verses so as to show the poetical balance of thought and expression.

The prophets—surely poets also—are not so treated, but the strophic arrangement is in many places indicated by the paragraphing. But their writings are vigorously blue-pencilled, only seventeen pages in all, of which Isaiah, very properly, gets ten. This abridgment is almost the only part of the work in which the adaptation for children does not make it more useful for the general reader as well.

So far the Old Testament. In the New, we have a single Gospel story, containing everything—the infancy, the miracles, the "logia" or sayings, and the outline of Christ's movements.

Of course, no order can be chosen which will be agreed to by all, but we note that the ministry as here sketched seems to be, as we believe the latest criticism considers it, limited to about eighteen months, instead of covering three years, as by the older view.

The Epistles are much condensed, and arranged so as to give a clearer notion of their meaning. The Apocalypse, by similar treatment, is made to leave the impression of sublimity rather than of incomprehensibility.

The illustrations are a valuable part of the book. If we prefer for our religious reading the book of Isaiah to the columns of the "Ram's Horn," why should we, for religious pictures, accept dislocated drawing and mawkish expression, when we may look on the conceptions of Raphael, Titian, and Rubens?

The publishers have wisely selected first-class pictures, but not those most trite by use. Thus, they give the Madonna della Seggia rather than the Sistine—Vandyke's Crown of Thorns and not that of Carlo Dolce.

Two of Raphael's cartoons are given, in our opinion the most forceful of all Bible pictures; that is, in black-and-white reproductions.

It is not meant, in what has been said, that the world can spare one jot or one tittle of the Bible. All versions, too, by competent hands, the Revised and other, have their own value; some have very great value. But, with the qualifications indicated above, the matter excluded from this volume is of value to the textual or the higher critic, the ethnologist, the historian—not to the child or the general reader. Here, for the first time, we have the Bible, not only in the tongue, but in an arrangement and within a range of subjects, "understood of the people." For family use, as well as for children's reading, this book is, in our opinion, the thing. And it overcomes or notably lessens the greatest obstacles which we have found in the way of making the Bible, to our deaf children, the "man of their counsel," the companion and guide that we find it for ourselves, "to our great and endless comfort."

WESTON JENKINS,

Instructor in the Alabama School, Talladega, Alabama.

DANA, CHARLES E. *Glimpses of English History. Volume I.* Philadelphia, 1904. Printed by the Pupils of the Pennsylvania Institution for the Deaf and Dumb. 12 mo., pp. 296.

As originally published, these "Glimpses of English History" appeared in a succession of articles in the *Mount Airy World*. The series is still continued and will furnish material for another volume. The author is a member of the Board of Directors of the Pennsylvania Institution.

In his Introduction Mr. Dana defines "Glimpses" as a "rapid view, a glance, a look as you please," and warns the reader not to "expect anything very coherent." He adds that these Glimpses of English History are intended: "First, to interest, amuse and instruct our students and their friends; second, to supply copy for our young printers; and, third, to add to the interest of our little newspaper."

The author, as he says himself, is always "skipping with long, uneven skips," and then returning to his point of departure. He endeavors to make his readers as familiar with French as with English history, a laudable object, but confusing to the mind, when much is compressed into a few pages.

While the book, for these and other reasons, is not adapted, as indeed it is not intended, for use as a text-book, it is trustworthy and interesting. This last point, after all, is what we should chiefly consider if we hope to induce our children to read. Taken as a supplementary course of reading, in connection with the study of a regular text-book, these "Glimpses" should prove alluring, for the author tells many an anecdote, and gives the origin of some curious customs and every-day expressions that the ordinary historian is too busy to mention. A good deal of space is devoted to describing weapons and costumes of various periods, and these points, as well as others, are fully illustrated by quaint drawings and excellent photographs. There are complete chronological tables and a good index.

The paper is good, the print clear, and the general appearance of the book highly creditable to its printers, the pupils of the Pennsylvania Institution.

ELIZABETH PEET,
Instructor in Gallaudet College, Washington, D. C.

BOYER, AUGUSTE. *Le Français par l'Image*, 600 gravures, pour le tout premier enseignement du langage oral et écrit [French through Pictures, 600 engravings, for the *very first* instruction in oral and written language]. Paris: Ch. Delagrave, 15 rue Soufflot. 1905.

Mr. Boyer is an instructor in the National Institution at Paris, Curator of the Museum of that Institution, the translator of Bonet's "*Reduccion de las Letras*," and the author of several valuable treatises relating to the deaf, two of which have been published in the *Annals*.

Each page of the present unique work consists of six or more pictures of related objects. For instance, on one page there are pictures of the grape, the vine, the pear, the pear-tree, the cherry, the cherry-tree, the apple, the apple-tree, the peach, the peach-tree, the fig, and the fig-tree; on another, pictures of the duck, the goose, the turkey, the pigeon, the swallow, and the sparrow. At the foot of the page the French names of these objects are printed in script type, with reference numbers corresponding to the numbers of the pictures. In cases where an object and one of its parts are designated in the same picture a dotted line leading to a second reference number clearly indicates the part as distinguished from the whole.

The aim of the book is to make the pupil associate the word in its written or spoken form directly with the object, and in the numerous cases where the object itself cannot be presented to have him associate the word with the picture of the object. Many teachers make albums of pictures cut out of books, magazines, and newspapers, for this purpose; this involves a great deal of labor and when it is done one album has to serve a whole class and successive classes; Mr. Boyer gives us ready-made an album of suitable objects, carefully selected, systematically arranged, truthfully drawn, well engraved, clearly printed, and offered at so low a price that a copy may be placed in the hands of every pupil.

While the book, being intended "for the *very first* instruction," contains no connected language for the pupils' use, but merely pictures of objects and their names, the pictures

In most cases deaf-blindness is the result of illness in childhood, chiefly in the sixth or seventh year.

The language acquired in childhood is lost more quickly by the deaf-blind than by the merely deaf. This is true even where the deafness and blindness occur as late in life as fifteen or sixteen years of age. Usually so long a period elapses between the occurrence of the misfortune and the beginning of instruction that their language entirely disappears and they may be truly designated as deaf-mutes. Mr. Riemann urges the importance of bringing them under instruction as soon as possible after the loss of hearing and sight.

Through the sense of touch the deaf-blind can be successfully taught to speak.

The deaf-blind, like the blind in general, are inclined to create for themselves ideas of color and form. They often dream of these qualities and enjoy their dreams, which seem to bring the visible world back to their consciousness. But they often deceive themselves, taking the perceptions of touch for the equivalents of those of hearing and sight. As a matter of fact one can through the sense of touch neither see nor hear. While a great number of ideas can be conveyed by means of this sense there are many the clearness and completeness of which are dependent upon all the senses, and these the deaf-blind can never fully grasp. The question, much discussed in an English periodical last summer, whether thought is possible without words, Mr. Riemann answers affirmatively in the words of Whitney: "Thought is antecedent to speech; speech is the representative of thought."

The deaf-blind, as a rule, have a strong impulse to learn, and strive earnestly to acquire an education. They have a decided sense of order and marked æsthetic capacity.

REPORTS OF SCHOOLS: (published in 1904) Florida, South Australian; (published in 1905) Bristol (England), Halifax, Pennsylvania, Royal (Margate, England).

THE SEVENTEENTH MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

The Seventeenth Meeting of the Convention of American Instructors of the Deaf will be called to order, as announced in the last number of the *Annals*, at Morganton, North Carolina, July 8, 1905, at eight o'clock in the evening.

Mr. E. McK. Goodwin, Superintendent of the North Carolina School, has obtained passenger rates of one and a third fares for members of the Convention on the certificate plan, good to return two days after the Convention closes. He advises members, however, to purchase summer season tickets to Asheville and return. These Asheville tickets are as cheap and in some instances cheaper than the rate granted the Convention under the certificate plan, and they are good until October 31, and allow stop-over at various points. Further information concerning the local arrangements for the Convention has been or will be sent by Mr. Goodwin to the heads of the several schools. All persons intending to be present at the meeting should notify Mr. Goodwin as soon as possible.

The officers and committees of the Convention are as follows:

President, Dr. E. M. GALLAUDET, of Washington, D. C.

Vice-President, J. W. SWILER, of Wisconsin.

Secretary, J. R. DOBYNS, of Mississippi.

Treasurer, J. L. SMITH, of Minnesota.

Directors, W. K. ARGO, of Colorado; Mrs. J. C. BALIS, of Ontario; and J. W. BLATTNER, of Texas.

Chairmen of Committees: For the Normal Section, J. W. JONES, of Ohio; for the Oral Section, E. A. GRUVER, of New York; for the Auricular Section, E. H. CURRIER, of New York; for the Kindergarten Section, Miss MARY McCOWEN, of Chicago; for the Industrial Section, WARREN ROBINSON, of Wisconsin; for the Art Section, THEOPHILUS D'ESTRELLA, of California; for the Eastern Local Committee, W. N. BURT,

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of Western Pennsylvania; for the Western Local Committee, H. C. HAMMOND, of Kansas; for the Southern Local Committee, W. O. CONNOR, of Georgia.

There will be class work each morning before the assembling of the Convention, and also each afternoon, in case it is desired. Dr. McIVER, President of the North Carolina State Normal College, and other distinguished educators will speak at some time during the Convention. The programme has been prepared by sessions, and these sessions may be transferred from afternoon to evening, in case the Convention so desires, in order that our host, the North Carolina School for the Deaf, may have sufficient time to give us such sight-seeing as she may desire.

No paper should exceed twenty minutes in length, and a shorter time even than that is desired. It has been the hope of the Committee to make this programme flexible enough to meet any unexpected demands of the Convention and yet to be interesting and profitable to the profession.

All schools are cordially invited to make exhibitions of their school, industrial, and art work. Those expecting to take part in this exhibit will kindly communicate the fact to Superintendent E. McKAY GOODWIN, School for the Deaf, Morganton, North Carolina, and shipment should be made in sufficient time to reach the school before the opening of the Convention.

The programme, as far as it has been prepared, is as follows:

First Day, Saturday, July 8:

Addresses of welcome from the Governor of North Carolina and others, responses, letters, etc.

Second Day, Sunday, July 9:

Devotional exercises, to be provided for at the meeting.

Third Day, Monday, July 10:

Forenoon: General Session.

Address, President E. M. GALLAUDET, Washington, D. C.
"English from the Beginning," Dr. ROBERT PATTERSON, Columbus, Ohio.

Discussion.

Afternoon: Normal Section.

"Foundation Work in Arithmetic," Superintendent F. D. CLARKE, Flint, Mich.

Discussion.

"Instruction of Backward Children," Miss JULIA A. FOLEY, Mt. Airy, Pa.

Discussion.

Fourth Day, Tuesday, July 11:

Forenoon: Oral Section.

"Oral Work in the Lower Grades," Miss CAROLINE R. SMITH, Council Bluffs, Iowa.

"Speech-teaching in Gallaudet College," Professor PERCIVAL HALL, Washington, D. C.

"Work with Beginners," Principal SARAH FULLER, Boston.

"Oral Chapel Services," (illustrated by oral recitations in concert by groups of pupils), EDWIN G. HURD, Morganton.

"Oral Work in the North Carolina School," Mrs. ANNA C. HURD, Morganton, N. C.

Afternoon: General Session, Round Table.

"Iowa Method of Teaching Language," Miss MARGARET A. WATKINS, Council Bluffs, Iowa.

"The Division of Pupils' Time," Superintendent R. E. STEWART, Omaha, Neb.

"Social Life of the Children in Institutions," Superintendent R. O. JOHNSON, Indianapolis, Ind.

"Sunday Life in Institutional Schools," Superintendent WM. B. HARE, St. Augustine, Fla.

"Statistics of the Deaf and the Blind," PAUL LANGE, Delavan, Wis.

Evening: Industrial Section.

Remarks by the Chairman, WARREN ROBINSON, Delavan.

"Few Trades or Many," Supt. F. D. CLARKE, Flint, Mich.

"Conducting Industrial Classes Along with the Practical Work of the Industrial Departments," ZACH. B. THOMPSON, Council Bluffs, Ia.

"How to Make Beginnings in Agricultural Work," CHAS. P. FOSDICK, Morganton, N. C.

"Modern Methods and Equipment in our Industrial Departments," PHIL. L. AXLING, Seattle, Wash.

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Question Box.

Fifth Day, Wednesday, July 12:

Forenoon: Industrial Section.

"What the Domestic Training of our Deaf Girls should be" (not yet assigned).

"Our Point of View," FRED. C. LARSEN, Delavan, Wis.

"Poultry Raising at Schools for the Deaf," GEO. W. VEDITZ, Colorado Springs, Colo.

"House Painting and Decorating at our Schools," H. L. RIDEOUT, Baton Rouge, La.

"The Importance of Teaching the Blind-Deaf to Work," Miss DELIA DELIGHT RICE, Delavan, Wis.

Afternoon: Auricular Section.

"The Value of Sound Perception as a Factor in the Development of the Deaf," Principal ENOCH HENRY CURRIER, New York.

Discussion.

"Auricular Work in the Michigan School," Superintendent FRANCIS D. CLARKE, Flint, Mich.

Exhibition of instruments used to aid the hearing, with experiments and tests.

Discussion.

"Aural Development," ISAAC B. GARDNER, New York.

Sixth Day, Thursday, July 13:

Forenoon: Kindergarten Section.

(Programme incomplete.)

Afternoon: An excursion to Biltmore.

Evening: General Session.

Election of Officers.

Miscellaneous Business.

Seventh Day, Friday, July 14:

Forenoon: Normal Section.

"Fruits of a Long and Rich Experience in the Classroom," WESTON JENKINS, Talladega, Ala.

Discussion.

"Geography and History in Graphic Representation," Principal FRANCES E. GILLESPIE, Mystic, Conn.

Discussion.

Afternoon: Oral Section.

"First Grade Work" (illustrated by three pupils), Miss JESSIE BALL, Morganton, N. C.

"Third Grade Work" (illustrated by three pupils), Miss MABEL L. HAYNES, Morganton, N. C.

"Intermediate Work" (reading, speech-reading, and mental arithmetic, illustrated by seven pupils), Miss E. T. WELCH and Miss N. McDANIEL, Morganton, N. C.

"Advanced Work" (recitations in general and physical geography and arithmetic, illustrated by pupils), EDWIN G. HURD and EDWARD F. MUMFORD, Morganton, N. C.

"Paper," Miss CLARA L. BELL, Hartford, Conn.

"Paper," Mrs. C. DUDLEY SAUL, Fulton, Mo.

"Paper," Mrs. J. SCOTT ANDERSON, Washington Heights, New York.

Evening: General Session.

Miscellaneous Business.

J. W. JONES,

Chairman of the Programme Committee

SCHOOL ITEMS.

¹ *California Institution.*—The Legislature has passed an Act declaring that "The Institution for the Deaf and the Blind, located at Berkeley, Alameda County, is a part of the school system of the State, except that it shall derive no revenue from the public school fund, and has for its object the education of the deaf and the blind who by reason of their infirmity cannot be taught in the public schools. It shall be known and designated as the California Institution for the Deaf and the Blind."

Gallaudet College.—The time of entrance examinations has been changed to a week earlier than formerly. The examinations are now held annually on the three successive days beginning the last Wednesday in May. This change has been made to meet the convenience of several schools, and it is believed will not seriously inconvenience any.

The examination in political and physical geography will hereafter be combined in one paper.

In 1906 and thereafter applicants for admission to the Introductory Class will be examined in English history to the reign of Edward VII instead of Henry VII, and more stress than formerly will be laid on the command of the English language shown in all papers presented by candidates for admission.

President Gallaudet will be pleased to receive suggestions as to the filling of one or two Normal Fellowships in the College for next year. Candidates for these fellowships must have received the Bachelor's degree from some college in good standing, and must be recommended as young men of high character, good ability, and creditable attainments. Only men will be considered, as the positions in the Normal Class open to women are already filled.

Mystic Oral School.—Miss Ida M. Wilde should have been recorded in the list of instructors published in the last number of the *Annals* as teacher of art and sloyd.

New Jersey School.—Miss Virginia H. Bunting, a valued instructor in this School for seventeen years, has resigned her position.

Pennsylvania Institution.—Miss Myrtle Long has resigned her position as teacher to be married to Mr. Robert Henderson, managing editor of the Council Bluffs, Iowa, *Nonpareil*.

Royal Cross School.—There was a serious fire in the Royal Cross School, Preston, England, March 9, 1905. As the building is fireproof the only damage was to furniture, wallpaper, etc., but that amounted to about \$2,500. The origin of the fire is unknown. It was discovered by a teacher about three o'clock in the morning. The staircase was so filled with smoke that escape from the dormitories in that way was impossible, but a teacher and an engineer let themselves down by sheets and a pupil came down a waterspout. These three placed ladders at the windows for the other pupils, and thanks to their coolness and heroism, the previous fire-drills, and the perfect discipline maintained, all escaped in safety.

Virginia School.—Mr. Hartwell Macon Chamberlayne died of heart failure March 29, 1905, aged 68. Mr. Chamberlayne was educated at this School, the American School at Hartford, and the New York Institution. In 1869 he was married to Elmena A. McDearmon, a graduate of the Virginia School, who died eight years ago. They had six children, of whom three are living. During the Civil War Mr. Chamberlayne, notwithstanding his deafness, served in the infantry, cavalry, and artillery of the Confederate army, and was in all the battles around Richmond, escaping uninjured. In 1891 he became a teacher in the Virginia School and remained in that position until his death. He was a man of scholarly tastes, courteous manners, and a conscientious and successful teacher.

Washington State School.—A bill has passed the Legislature and been signed by the Governor for the establishment of a Home for the Feeble-minded at Medical Lake. The effect of this Act is not only to remove the feeble-minded entirely from the school for the deaf and the blind, but to enable the authorities to separate the blind from the deaf. The name of the institution is changed from "State School for Defective Youth" to "State School for the Deaf and the Blind."

MISCELLANEOUS.

The Hill Memorial.—The frontispiece of this number of the *Annals*, taken from Reuschert's work noticed on page 329, shows the bust of Friedrich Moritz Hill which is to be unveiled December 8, 1905, the hundredth anniversary of his birth, at Weissenfels, Germany, where his great work was accomplished. The bust is of bronze and the pedestal of granite. The artist is P. v. Woedtke, a deaf-mute. The cost of the memorial was about \$625, of which \$100 were contributed by American teachers through the Convention of Instructors at its meeting in Buffalo three years ago. A biographical

sketch of Hill, written by his former associate and friend, Eduard Walther, now Director of the Royal Institution at Berlin, may be found in the *Annals*, vol. xxi, pp. 84-95.

Forchhammer's Phonetic Writing Method.—The method of phonetic writing devised by Mr. G. Forchhammer, Principal of the Institution at Nyborg, Denmark (described in the *Annals*, vol. xlv, pp. 117-121), which has been used in the Nyborg Institution for several years, was the subject of an animated discussion at the Congress of Danish Instructors of the Deaf, held at Copenhagen last October. The decision of the Congress was in favor of the method, and it has now been introduced into the preparatory school at Fredericia.

Aphasia in a Deaf-Mute.—Dr. Charles W. Burr, of 1327 Spruce Street, Philadelphia, informs us of a case of aphasia in a deaf-mute. The patient is a woman who has been deaf from the age of two. Until an attack of apoplexy a few months ago she used the sign language and could read and write. Since that attack she has been aphasic, having lost the power to use and understand the sign language as well as the ability to read and write.

Recovery of Speech.—The *Silent Hoosier* of January 19, 1905, describes an authentic case of recovery of the power of speech by a young woman of Indianapolis, who had not spoken for thirteen years. She lost her power of speech at the age of thirteen after a severe attack of the grippe. During her thirteen years of silence her hearing remained perfect, her vocal organs showed no defect, her mind was clear and intelligent, and she retained her memory of words. She conversed by means of the manual alphabet and writing. Her speech was restored suddenly while she was in a state of great excitement approaching hysteria.

Dr. Barnardo's Home.—The *Deaf Times* for February, 1905, says that Dr. T. J. Barnardo, whose homes for waifs are known all over the world, has opened a home for deaf waifs at 51 Mare Street, Hackney, London, N. E. At pres-

ent the home contains thirty-one children, including three who are deaf-blind and several who are mentally defective. They come from all parts of London, England, Ireland, Scotland, and Wales. Those of them who are of school age attend the Board School classes at Somerford Street, Bethnall Green, and a few of inferior intelligence the Homerton School.

Vacation Courses for Teachers.—A vacation course for teachers is offered by the authorities of the Clarke School. The term will continue for four weeks from June 9 to July 6, inclusive. During the first two weeks two hours daily on school days will be given to observation of classroom work and two hours to instruction in methods. The last two weeks, four hours daily (except on July 23, the closing day of the school) will be given to methods. No one is eligible to membership in the class who has not taught at least one year under the oral method. For further information address Miss Caroline A. Yale, Principal of the Clarke School, Northampton, Massachusetts.

A course of lessons on the mechanism of speech, the correction of defective speech, and speech development and voice training for deaf children will be given in Boston from June 28 to July 28, 1905, at the second session of her summer class, by Mrs. Sarah Jordan Monro, special teacher of speech at the Horace Mann School. There will be opportunities for students to observe instruction to deaf children and to work with them. For further particulars address Mrs. Sarah Jordan Monro, 178 Newbury street, Boston, Massachusetts.

A Vacation School for Deaf and Hearing Boys.—Mr. S. G. Davidson, M. A., of the Pennsylvania Institution, will conduct the fourth session of his vacation school for deaf and hearing boys at Camp Chocorua, in the White Mountains, from June 25 to September 16. In this school speech, speech-reading, and language are taught by experts through practical use in connection with real experiences. The boys enjoy fishing, bathing, tramping, and other outdoor sports. They are always accompanied by their teachers both for protection

and for instruction. For further information address Mr. S. G. Davidson, Mt. Airy, Philadelphia.

Periodicals.—The Chicago Mission for the Deaf (Methodist-Episcopal) publishes a monthly paper called *The Silent Herald*. It contains an abstract of Mr. Hasenstab's sermons, announcements of meetings, and other religious matter. The price is 15 cents a year; the office of publication, 3241 Forest Avenue, Chicago, Illinois.

A similar periodical, issued monthly from October to June, by the Society of Deaf Members of the Madison Avenue Presbyterian Church, New York, is *The Presbyterian Messenger for the Deaf*. The price is 25 cents a year and the address 32 West Sixtieth Street, New York City.

La Parola e la Cura dei suoi Difetti is published monthly by Mr. Carissimo Trafeli, teacher of articulation in the Royal Institution for the Deaf, Rome, Italy. Its scope includes the defective speech of hearing persons, as well as of the deaf. The price for American subscribers is one dollar a year; the address is Via Cavour 116, Rome, Italy.

Eos is a quarterly periodical for the study and treatment of abnormal children, including the deaf, the blind, the deaf-blind, and the feeble-minded. The editor for the deaf is Dr. Moritz Brunner, director of the Jewish School in Vienna. Among the collaborators named are several instructors in German schools for the deaf; from this country, for the deaf-blind, Mr. William Wade. *Eos* is published by A. Piehlers Witwe & Sohn, Vienna, Austria. The price is \$2.50 a year.

Mrs. E. M. Barrett, Superintendent of the School for Defectives, Austin, Texas, has begun the publication of a quarterly periodical called *The Defectives*. It is devoted to the care, training, treatment, and instruction of the classes indicated in the title, including the deaf-blind. The price is one dollar a year, and the address as above given.

away. Whatever was asked for was soon provided. From first to last it was impressed on the visitors that the school and everything about it was, for the present, theirs. By the time work was fairly under way every one was perfectly at home and free to enjoy the meetings to the utmost.

Although there were a number of showers and thunderstorms, they did not interrupt the meetings as they would had the members been scattered about a city. The nights were nearly all cool, and with the pleasant piazzas of the main building furnishing shade during leisure hours, and a large and well ventilated hall for the sessions of the Convention, no one really suffered from heat. As many learned to their surprise, Morganton is a summer resort, and all who attended the Convention will agree that few pleasanter places could be chosen for such a meeting than the North Carolina School. Its fine buildings with their excellent equipment are an example for other schools; its well laid-out grounds and beautiful mountain views are pleasant to every eye. But what after all made it most pleasant to the visitors was the kindly spirit of hospitality that ruled everywhere and expressed itself in word and deed to every one.

On Saturday, July 8, the trains from both east and west brought many arrivals to the temporary stopping place at the foot of the hill on which the school stands, and the grounds and buildings began to buzz with greetings and exchange of news among old friends.

At eight-thirty in the evening the audience hall was filled with members and visitors when Superintendent GOODWIN rose to welcome the Convention to North Carolina. With a few hearty words of greeting he introduced Mr. W. C. LEWIS, President of the Board of Directors of the North Carolina School.

Mr. LEWIS also gave a cordial welcome to the Conven-

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THE SEVENTEENTH MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

ON the afternoon of Friday, July 7, the doors of the North Carolina School for the Deaf were thrown open to receive the first comers to the Seventeenth Meeting of the Convention of American Instructors of the Deaf. Beginning that day and continuing till the Tuesday following the trains of the Southern Railroad, stopping at the edge of the beautiful grounds of the school, brought delegations of teachers, pupils, and others interested in the education of the deaf from almost every corner of the land. Canada sent representatives from Ontario and Manitoba, and the only States supporting schools that sent no delegates were California, Maine, Massachusetts, Montana, and Rhode Island.

In all, more than two hundred members of the Convention were present, and every one who was able remained throughout the whole meeting.

Arrangements for caring for the visitors were as nearly perfect as could be. The spacious buildings of the school furnished an ample number of large airy rooms to house every one. Excellent meals were served in the great dining hall of the main building. Carriages were at hand to take sight-seers or shoppers to the center of the town, a mile

Mr. R. MATHISON gave the programme of Sunday work in the various schools they represent.

Mr. WESTON JENKINS called attention to the unconstitutionality of sectarian teaching in public schools.

Mr. MATHISON told of the arrangement for purely religious teaching in the Belleville, Ontario, school. Here this work is done by ministers of different denominations, who visit the school at fixed times to instruct children of parents associated with the various churches. The result of this is that many children join the church before leaving school, and the religious life of the graduates is unusually active.

In the evening a large number of members gathered in the school chapel and spent a pleasant hour singing hymns.

MONDAY, JULY 10.

The committee on programme arranged actual classroom work from 9 to 10 each morning during the meeting of the Convention.

On Monday morning examples of oral work were given, under the direction of Mrs. HURD, by Miss BALL with two primary children, and by Miss HAYNES with third-year pupils of the North Carolina School.

At 10 o'clock the regular meeting was called to order. Messrs. PERCIVAL HALL and ALBERT W. WALKER were elected assistant secretaries, and Messrs. C. R. ELY, A. W. DOBYNS, FRANK READ, Jr., P. HALL, ELMER D. READ, W. L. WALKER, and Miss D. D. RICE, were asked to act in turn as interpreters for the deaf.

After the roll call and a statement by the Secretary as to eligibility for membership, the President, Dr. E. M. GALLAUDET, delivered his address.

ADDRESS OF THE PRESIDENT.

After referring briefly to the liberality shown to schools for the deaf in this country, Dr. Gallaudet touched on the methods of education in use in our schools. He pointed out that, though there are differences of opinion in regard to what is the best method, yet everything is going on in a friendly way, and said he would confine his remarks to the consideration of one question—the proper use of the language of signs in the schoolroom. He said:

In my college days I was given a little proverb, "*Veterum præcepta referre.*" Go back to the precepts of the ancients, or, in the slang of the day, Consider the opinion of the back numbers. We are in the habit of regarding those who are of considerable age as "back numbers." I think that that is a mistake. I think that there were people who lived a hundred years ago who knew as much as we do. We have advanced, it is true, for wisdom did not die with them.

So I may be allowed to bring up expressions of some of those friends of mine who might be called "back numbers," and consider whether they are worthy to be regarded now.

Here, for instance, is one from one of the earliest instructors of the Hartford School, who was one of the first editors of the *Annals*, and who wrote as early as 1858. It reads as follows: "A too abundant and too constant use of signs, to the neglect of dactylology and written language, is the grand, practical error of the American institutions for the deaf and dumb." That was written by Luzerne Ræe.

These and similar criticisms of an unwise and excessive use of signs have led some teachers to take the radical ground that it is best to banish signs not only from the

schoolroom but from the lecture platform and the chapel desk.

I have now the opinion of a still older teacher than Mr. Rae, none other than that of the Founder of Deaf-Mute Education in America, as he is often spoken of, Thomas H. Gallaudet, Principal of the oldest school in the country, who as a teacher of the deaf, I will say, brought his pupils to an understanding and practice of academic English in a way that is worthy of all credit. I do not hesitate to claim that Thomas H. Gallaudet taught young deaf people the use of English as well as they are taught to-day under any method.

Dr. Gallaudet wrote in the first number of the *Annals* an article on "The Natural Language of Signs," after he had been out of the work of teaching the deaf for some time, and when he had had time to review his methods with calmness. I make a short quotation from this article.

"My object is to show the intrinsic value and, indeed, the indispensable necessity for the use of natural signs in the education of the deaf and dumb. * * * In attempting this, I wish I had time to go somewhat at length into the genius of this natural language of signs; to compare it with merely oral language, and to show, as I think I could, its decided superiority over the latter, so far as respects its peculiar adaptation to the mind of childhood and early youth.

"In what relates to the expression of passion and emotion, and of all the finer and stronger sentiments of the heart, this language is eminently appropriate and copious.

"So far as objects, motions, or actions addressed to the senses are concerned, this language, in its improved state, is superior in its accuracy and force of delineation to that in which words spelt on the fingers, spoken, written, or printed, are employed."

This you will see is a decided claim for the superiority

of signs, for reaching the minds of children, over speech, writing, or printing. It is worthy of some reflection in the minds of teachers, to consider how it was that Dr. Thomas Hopkins Gallaudet should feel justified in making such a claim. It is a surprise to most of us, but in reading his articles and from my own knowledge of signs, how they reach deaf children, and how they stimulate them, I believe that my father's estimate was not an over-estimate.

But approval of a proper use of signs in educating the deaf does not come alone from manual teachers, one of whom my father was.

Moritz Hill, of Weissenfels, Germany, the centenary of whose birth is to be marked this year by the erection of a monument to his memory, speaks in no uncertain manner in his "*Der gegenwärtige Zustand des Taubstummen-bildungswesens in Deutschland*," published in 1866, on this subject. Speaking of those who pretend that in the "German Method" every species of pantomimic language is proscribed, he says: "Such an idea must be attributed to malevolence, or unpardonable levity. This pretence is contrary to nature and repugnant to the rules of sound educational science.

"If this system were put into execution, the moral life, the intellectual development of the deaf and dumb would be inhumanly hampered."

Hill goes on at too great length to be quoted here, giving thirteen distinct advantages growing out of the use of signs in the education of the deaf, and adds:

"But it is particularly in the teaching of religion that the language of pantomime plays an important part, especially when it is not only necessary to instruct, but to operate on sentiment and will, either because here this language is indispensable to express the moral state of man, his thoughts and his actions, or that the word alone *makes too little impression on the eye of the mute* to produce, without

the aid of pantomime, the desired effect in a manner sure and sufficient."

Should some urge by way of argument that these views of Hill's do not prevail to-day in Germany, I may state that on the occasion of my last visit to Leipsic, as late as 1897, I found the custom existing in the school established by Heinicke of using the language of signs in chapel exercises, and I saw the Director of that institution address an assembly of graduates in pantomimic gestures that would have done credit to De l'Épée or Sicard.

No less an authority than Edouard Walther, now the Director of the Imperial Royal Institution for the Deaf at Berlin, in a recent publication, "*Handbuch der Taubstummenbildung*," has much to say in regard to the use of signs.

He regards the sign language as the natural language of the deaf-mute, and admits its "inestimable advantages" as a medium of communication before spoken language is acquired, and as a means of intellectual and moral development. He believes that no person is fit to be a teacher of the deaf who is not thoroughly acquainted with it. * * *

A few years ago I was visiting the Lexington Avenue school when Mr. Greene was principal, and he told me that his best teacher (and his teaching was all by speech) was a lady who had come to him after seven years' experience in a manual school, and who had a thorough knowledge of signs. He said that she was his best teacher; that she had a means of communicating with the deaf children that helped her out of difficulties of speech, because she had a complete knowledge of signs. * * *

In attempting to state my own present belief in the use of signs, natural signs, in the education of the deaf, I wish to say, in all fairness and kindness to all of those holding opinions different from my own, that I accord to each and all of them entire respect and regard. I am not making

criticisms in any unfriendly spirit. To those who believe that chapel exercises can better be conducted by the use of the finger alphabet, or the use of speech, I say that I respect their feelings, and hope that no one here present will consider that I have any unfriendly attitude to any method that is made use of in training the deaf. I have made an effort to study those methods that eliminate to a great degree the use of signs in the teaching of the deaf, and I am prepared to make this statement, that I believe the language of signs should have a place on the lecture platform and in the chapel of our schools, and I would go so far as to say of our oral schools. If in the school established by Heinicke these manual signs can be used, I think that they might be used in all of our schools.

I believe that on the lecture platform the mind of the deaf child can be instructed, can be stimulated, through the use of good, clear, graceful signs better than in any other way. It is possible that my appreciation of the language of signs comes out of a greater readiness on my part to understand the language of signs. I have often attended lectures given in that language which have given me the greatest pleasure. My language of signs was co-extensive with my infancy and is as well known to me as the language I speak. I think that the systematic use of signs is desirable and I think that the language of signs has a place that nothing else can fill.

In the schoolroom it should be secondary, and here I argue that the use of the language of signs should be brought down to the minimum. It is in the schoolroom that the greatest abuse of signs is likely to occur, but even here no hard and fast rule can be laid down. * * *

Teachers must be made to feel that every proper resort must be had to verbal language, either spoken, spelled on the fingers, or written, in communicating with their pupils.

The value of the sign language is well set forth by Hill in two of his thirteen points already alluded to:

"The element in which the mental life of the deaf-mute begins to germinate and grow; the only means whereby he, on his admission to school, may express his thoughts, feelings, and wishes."

I think that sometimes the teacher overlooks the importance of having for our deaf children a means of saying what they want to say. In coming into school they are restricted to words; they may be required to express themselves before they have the words to say what they want to say. And the activity of the child's mind of six or eight years is far more than we elder people imagine. They desire to express their ideas, to communicate their thoughts, which they can not do if they are shut off from the use of the sign language.

And there is another point that Hill makes. He says: "A most efficacious means of assisting even pupils in the higher degrees of school training, giving light, warmth, animation to spoken language, which for some time after its introduction continues dull and insipid."

Now the use of signs out of school I should not attempt to prohibit, as has been tried in many schools, but I should use all practicable means to encourage the use of speech and dactylology by pupils on the play-ground and in their ordinary intercourse with each other. I should encourage without restraint any measure that would promote the use of verbal language. I stand second to none on that point. I only favor the use of natural signs where I believe they fill a want in communicating with the deaf that could not be as well filled in any other way.

Some of you perhaps may remember that at the Convention at Buffalo my dear and honored brother, Thomas Gallaudet, who, I know, is a precious memory to you, had something to say about signs, and he gave expression to an idea that I think is worthy of consideration. He said that "signs are to the deaf what sound is to the hearing."

When the use of the language of signs is admitted, there is something in the graceful movement of the hands and the expression of the face, all coming in together, that is to the deaf what the sound of the human voice is to the hearing. In the expression of sentiment, when the speaker is greatly moved, the sound of the voice expresses it. Something of eloquence can be put in the sign language that means a great deal; much can be done in it which will correspond to the effect of the voice upon those of us who hear. I have certainly seen this in public audiences of the deaf. I have seen the attention so fixed and so intense, and I have seen them rise so in their feeling, as the speaker went on with his signs, that I am led to believe that there is something in this that to the deaf compensates for the loss of hearing.

In closing let me express the hope that those who do not agree with me at this meeting will pay me the compliment of thinking at some time of what I have said, and of asking themselves whether the views, carefully considered, and given by one who has been a teacher for fifty years, are entitled to some brief consideration. I hope they are.

The Address of the President was followed by a paper by Dr. ROBERT PATTERSON, of which the following is an abridgment.

ENGLISH FROM THE BEGINNING.

One of the blackest clouds on our educational horizon is the failure of the average pupil in gaining power to use correct English. And it is all in spite of the fact that the teaching of English is the "end of the ends" of the daily work in the classroom, and that it occupies by far the largest place in the literature and discussions of the profession.

The difficulties in our way are caused first by the fact that we have not solved the mystery of "language sense," and that we have not grasped exactly the laws that govern thought and expression. Till psychology establishes the laws and pedagogy furnishes data for working principles we must face the problem with courage, endurance, and toil.

It is the purpose of this paper to present and explain a method of teaching language which has stood the test of actual use in the Ohio School. It has for its ideals—

1. First, the thought; second, the sentence to express it; then, the drill to fix the sentence in the mind.
2. An intelligent application of the law of association to develop the power of clear and strong imaging.
3. The special idea of language growth in each year's work.
4. The use of the fundamental principles of grammar as a means in weaving the warp and woof of language.

These ideals may be realized along four lines of work—imitation, dictation, suggestion, invention.

The first words to be taught should be the names of objects familiar to the pupil.

The process of teaching should consist—

1. Of presenting the object and writing the word on the blackboard.
2. Of associating the written word with the object, and *vice versa*.
3. Of speaking or spelling the word.
4. Of giving sufficient practice for mastery's sake.

The process of learning should be carried along the lines of—

1. Associating the word with the object, and *vice versa*.
2. Of copying it till mastered.
3. Of reproducing it from dictation by writing and speaking or spelling.

As soon as a dozen words are learned, we should get to

sentences and stick to them throughout the course. The first should be action sentences, for the reason that a child's life is made up largely of action. After habits of copying and reproducing readily are formed, the principles of suggestion may be employed in directing and stimulating toward original work.

The writer's experience and observation have led him to the conviction that two of the main causes of the imperfect language of the deaf are due to the fact that not enough importance is given the development of the thought power and that too early attempt at original writing is permitted or forced.

In every sentence the thought to be represented should first be awakened in the mind of the pupil. The deaf child receives no language impression before his admission to school. "Our first duty is to lead the child to form right habits of thinking, our second to teach right modes of expression in sentences." Sentence habits must be formed by persistent repetition. If the pupil is encouraged to write original sentences before he has thoroughly mastered the sentence forms, he is certain to make errors which, if allowed to sink into the mind, are hard to eradicate.

The essentials that go into the structure of sentences are comparatively few. The foundation sentences are based on the following forms of the predicate:

FORMS OF PREDICATE.

I. VERB TRANSITIVE.

The girl *wrote* this letter.

This letter *was written* by the girl.

II. VERB WITH—

1. Noun.

The people *elected* Roosevelt *president*.

Roosevelt *was elected president*.

2. Pronoun.

*I believed it.**It was believed by me.**Love all, trust few, wrong none.*

3. Adjective.

*The loss of his fortune made him ill.**He was made ill by the loss of his fortune.*

4. Adverb.

*It is good work; keep it up.**The good work should be kept up.*

5. Preposition.

*The firemen broke in the door.**The door was broken in by the firemen.*

6. Infinitive.

Do you wish to go?

7. Gerund.

He enjoys reading.

8. Clause.

*He believes that he can do it.**It is believed by him that he can do it.**That he can do it is believed by him.*

III. VERB WITH MODIFIER:

1. Adverb.

*We should always tell the truth.**The truth should always be told by us.*

2. Adverbial phrase.

*A busy man reads a book now and then.**A book is read now and then by a busy man.*

3. Prepositional phrase.

*I read the book with much interest.**The book was read with much interest by me.*

4. Indirect object.

*A friend sent me the book.**The book was sent me by a friend.*

5. Infinitive.

He *bought* it *to please* his wife.

6. Participle.

He *wrote* it *lying* on his back.

7. Absolute construction.

Dinner being over, he examined it.

8. Adverbial clause.

I *shall do* it *when I have finished* this book.

I. VERB INTRANSITIVE.

You must *write* now.

II. VERB WITH—

1. Noun.

John Hay *was* a diplomat.

2. Pronoun.

Who is that man?

It is *she*.

3. Adjective.

Togo's victory *was* great.

4. Adverb.

Summer *is* here.

5. Preposition.

He *is* in poor health.

The doctor *has been sent* for.

6. Infinitive.

His wish *is* to go.

7. Gerund.

His only pleasure *is* reading.

8. Clause.

The truth *is* that he is innocent.

That he is innocent *is* true.

III. VERB WITH MODIFIER.

1. Adverb.

Old people *walk* slowly.

2. Adverbial phrase.

They *came* one by one.

3. Prepositional phrase.
The boy *ran out of the house*.
4. Adverbial object.
He *walked ten miles*.
5. Infinitive.
He *will come to help* me.
6. Participle.
They *came talking and laughing*.
7. Absolute construction.
I *staid* at home, *it raining*.
8. Adverbial clause.
Wait till I have written this letter.

The lessons should be judiciously arranged for grade drill and the basic principles introduced in their natural order and called by their grammatical names.

Variety is necessary. Action and picture work may be introduced in the first year; games and nature studies in the second; stories and calendar work in the third; journals and conversations in the fourth; current events and occupations in the sixth; and topics and compositions in the eighth.

Your attention is now invited to the teaching of the technical terms of grammar in language work. Although this may seem rank heresy to some it has proved helpful and successful in the Ohio School. The advantages are:

1. It brings the pupil face to face with the functions and positions of words in the sentence.
2. It leads to an understanding of the principles of sentence building.
3. It develops a familiarity with the art of doing.

No technical terms are taught in the first year. In the second the three cases of the noun—subject, possessive, and object—are begun. In the third year the terms *transitive* and *intransitive verbs* are taught; in the fourth year the passive

voice and the use of the factitive adjective. In the fifth year is added the teaching of the relative and in the sixth the appositive; and drill is had in combining and expanding sentences, phrases, and clauses. This is our method and it will be illustrated for you by one of our pupils at the close of this paper.

But we must not content ourselves with the mechanical side only in our language teaching; we must awaken the mind to the beauty and strength of thought and expression. Our work will have but little value unless we recognize that all real power resides in the spirit of man and comes from within. We should unceasingly train the mind to perceive and the heart to love beauty and truth, and the memory to feed the flame of the mind.

Only in thus training and inspiring the pupil can we truly help him to find himself.

Dr. Patterson's paper was illustrated by Miss BERRY with a boy from the Ohio School. This boy had just finished the third oral grade, and Mr. ROGERS assured the Convention that he himself had visited the class from which the boy came, and knew he was not the only member of it who could do such work.

Miss BERRY. Write a sentence in the present singular form.

PUPIL. "The boy walks on the road."

Miss BERRY. Underscore the verb.

(The pupil did so correctly.)

Write a sentence in the past plural form.

PUPIL. "The girls swept in the kitchen."

Miss BERRY. Write a sentence using Mr. Jones as subject.

PUPIL. "Mr. Jones has the pretty horse."

With these sentences and many others, nearly all correctly written, Miss Berry demonstrated the claim made by Dr. Patterson that the technical terms of grammar may be successfully taught in the lower grades.

Mrs. SYLVIA CHAPIN BALIS, chairman of the Committee on Publication of Stories appointed at the last meeting of the Convention, reported on the work of the committee in bringing out the reader, "Stories from Far and Near." The report showed that, contrary to the verbal assurance of the publishers, the cost of publication was far in excess of what the receipts for the sale of the book could possibly be, and that the chairman had finally settled for \$500 and the plates instead of over \$1,800, the publishers agreeing to sell the book to schools for the deaf at 35 cents per copy and to allow the chairman 3 cents per copy royalty.

The report showed further that as the Executive Committee of the Convention had allowed her \$250 for her work as editor, she was still \$250 out of pocket, and asked that she be reimbursed. The Convention at once voted that Mrs. Balis be paid the \$250 with interest to date.

Mr. J. W. JONES, Chairman of the Normal Section, presided at the afternoon session, and called first on Superintendent F. D. CLARKE for his paper entitled

FOUNDATION WORK IN ARITHMETIC.

Mr. Clarke's paper was illustrated by means of charts and blackboard work by the author, and was one of the most valuable papers read at the meeting of the Convention, but owing to its great length only an outline can be given here.

Mr. Clarke advocates beginning number work in the first year. No figures at all should be used at first, but action work by means of written language, such as "John, bring two crayons." After children are thus made familiar with numbers under ten write: "Show me one on your slate." Explain that you want a picture of "one." Let them illustrate it in any way they see fit, O, 1, —, . . . Possibly the circle is best to adopt, but any distinct mark will do.

Let them write two $\begin{array}{c} \bigcirc \\ \bigcirc \end{array}$, five $\begin{array}{ccc} \bigcirc & \bigcirc & \bigcirc \\ \bigcirc & \bigcirc & \end{array}$ to ten $\boxed{\begin{array}{ccccc} \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc \\ \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc \end{array}}$.

Let them write above the groups "two," "five," etc., and make piles of tooth-picks and crayons.

Do not use figures or conventional signs yet. We want our pupils to form some *mental conception* of numbers. Then in subtracting they will never do this:

$$\begin{array}{r} 1 \\ 2 \\ \hline 9 \end{array}$$

The next step is to develop the idea of a problem by action work. Have a certain number of crayons put into and one taken out of a covered box by the pupils without their looking to see the number left inside. Ask them to think how many there are in the box. Avoid the catch-words "left" and "remain," and use numbers under ten.

Then give written examples and have the children make pictures of them. "John's father gives him three marbles. He finds two. How many marbles has he?"

John's father gives him He finds

$\begin{array}{cc} \bigcirc & \bigcirc \\ \bigcirc & \end{array}$ $\begin{array}{c} \bigcirc \\ \bigcirc \end{array}$

He has $\begin{array}{ccc} \bigcirc & \bigcirc & \bigcirc \\ \bigcirc & \bigcirc & \end{array}$

He has five marbles. Examples with several steps may be added.

The examples should often be acted out by the pupils themselves.

Subtraction can be given also in written examples, as, "May has nine apples. She eats three. How many has she?"

Draw the apples on paper. Show them to the class. Turn around and tear off three and show them, explaining

that they are eaten. Throw them away and ask "How many apples are on the paper behind me?" They will all know at once.

Use counters constantly.

This is enough for a year's work generally, but any spare time may be spent in making bundles of tooth-picks or other counters, always putting rubber bands around the tens. Then one bundle and one tooth-pick will be eleven, etc. In this way all numbers to 100 may be taught.

As a rule leave figures and notation till the second year, lest we destroy the mental conception of numbers we have tried to develop.

Write 0 none no.

1 one .

2 two . . , etc.

When you get to ten tell them you have no more figures. Call attention to the bunches of tooth-picks, and say we might write $\overline{1}$ or "one bunch," but that a better way is 10. Then 11 will be eleven, one bunch and one more, etc. When 20 is reached they will probably get it from 10. Continue to 100, when you can make a big bundle and explain this in the same way. 100,—1 big bundle, no small bundles, no single toothpicks.

Give them so much practice with the bundles and single counters in forming numbers that they will never think of "53" as a figure 5 and a figure 3, but as five tens and three units. This idea of number behind the figures is essential for any clear understanding of arithmetic. Hearing children usually get it for themselves outside of school, but in deaf children it must be carefully built up by steady persistent drill in the schoolroom.

You have now started your class in the habit of reasoning about numbers, and not of trying to find the answers to puzzles with figures. They have a definite and accurate idea of how many a hundred is, and from this you can

easily build the idea of higher numbers when the time comes.

After teaching addition and subtraction with numbers up to 20, you may begin mental arithmetic. You may first write out the problem and tell them to think the answer. Be sure they understand the language. If at first they cannot do the work mentally, bring out the toothpicks to help. After this begin to spell the problems, at first very slowly. You may have to act them out at first, but gradually they will learn. They should also begin to get the conception of 15 as 15 units, without the 1 ten and 5 units process, in order to do rapid work. Do this for numbers up to 20.

Soon it will be time to begin to substitute the memory of different combinations for the reasoning we have been doing. We see the letters i t, and think "it" at once. In a similar way our pupils should see 3 and 4 and think "seven." We wish to have them able to add rapidly, but, of course, accuracy comes first.

For my own part, the fundamental operation of my mind in adding is the memory of the sound of the old addition tables. What are our pupils to have in place of this memory of sound? Shall it be a printed, written, or spelled expression? Shall it be $3 + 4 = 7$, or "Three and four are seven"?

You must decide this question yourself and drill persistently on all the combinations till they are remembered almost instantly.

A plan I have found successful is to prepare a table of all the numbers from 3 to 18, giving all the combinations of two figures which will make each number. When you begin to develop this table, have each square drawn on a card 10 or 12 inches square.

1	5
2 6	4
3	3

Explain that the opposite small figures added produce the large number in the middle, and the small numbers on either side subtracted from the large one in the middle leave the opposite small numbers.

After you have explained each card and practiced on it till all understand how to use it, hang it on the wall, and when you have finished with all replace them with a table large enough to be easily read from all parts of the room. Refer to it constantly and in time each pupil will have a mental picture of it, by which these operations in adding and subtracting will be done instantly.

Gradually introduce examples in multiplication and division. Take "One orange costs three cents. What do three oranges cost?" Call up a pupil and let him take an orange or a picture of one and pay you three pennies or counters. Sell him another and then a third in the same way. Point to the question, "What do three oranges cost?" and show your handful of counters in such a way that he cannot see how many there are. Ask the pupils to tell you. If they can't, let them count and write "Three times three are nine."

At first allow them to work out the examples by counting on their fingers or with marks or counters, but gradually accustom them to do without such aids.

Next write: "One apple costs two cents. How many apples can I buy for ten cents?"

Let a pupil buy pretended apples at two cents each, starting with a bunch of ten counters, putting each apple out of sight as soon as he pays his two cents. Then ask how many he has. Do not always have the division exact. Let there be a remainder sometimes, and say you have so many cents left. The children will easily understand this. Gradually more difficult examples can be given.

After long practice by these methods, sometimes illus-

trating by action work and sometimes by drawing, you may begin to use mental operations without any other help, but work a long time before taking up figures.

The question of supplying to the children what is given to us by the sound of the multiplication table comes up now. We may do this by using cards again, thus:

2	
	4
	2

Explain that a number in the corner multiplied by the one in the diagonally opposite corner will give the large number in the middle, and that the middle number divided by one in the corner gives the number in the opposite corner. As one card is learned add others till you can make a large table to be hung in the schoolroom.

Discussion.

In the discussion following Mr. Clarke's paper Mr. F. W. BOOTH spoke at some length on the importance of the necessity of conception of number to the deaf child and the value of the problem in the early stages of arithmetic teaching.

Mr. S. T. WALKER. I desire to add my appreciation of Mr. Clarke's able exposition of this method of teaching numbers. I wish every teacher would take this idea home with him, this principle of bringing the idea of numbers to the mind of the child. Now I don't agree with Mr. Clarke or with Mr. Booth about the time that the teaching of numbers should begin. I always thought that it should not begin until after several years of teaching of language, for the child's mind will then be better prepared to take in the question of numbers. Then, later, when you need a text-book, I think that Hall's text-book is an excellent one.

I should like to have that question about following up children that have been taught that way answered. What has been accomplished?

Dr. CROUTER. I should like to state in a few words that this method of Mr. Clarke's for teaching numbers has proved most satisfactory in our school. The pupils were started by Mr. Booth and have been carried on by us.

Mr. MOSES. This discussion of arithmetic has brought out some thoughts in my mind, and that is the question as to when the time for the study of arithmetic should be begun. I think, along the line that has been suggested, it could not be begun too soon. I think that intelligent deaf children come to us with a better understanding of numbers than other children, and while my deaf children do not understand language, they do understand numbers, and I don't believe you can begin to build on those lines too early. Just as soon as they learn their names, they can learn what "two" or "three" means. I don't think that the training of a child in numbers can be commenced too early. Mr. Clarke's table is a very good one, though I think I have a better one. I hesitate to tell how long I have used it, but it is a mechanical invention and it brings to the mind of the child the conception of what the number is. I find that getting the children out of the habit of counting on their fingers is difficult, and they acquire it before they are nine or ten years old. There are a great many deaf people who count on their fingers, and I think there is a great deal of time lost, and we are laying the foundation for a lot of trouble for the teacher in the higher grades, if we let them commence learning on their fingers. I think that we ought to commence the teaching of children in numbers as early as possible. I have second-year pupils in my school learning numbers.

Dr. TATE spoke in favor of bringing in problems later when children have acquired more language, while Mr.

E. S. TILLINGHAST supported Mr. Clarke's belief in beginning with them as early as the first year.

Mr. GUILFORD D. EURITT read a paper on

TECHNICAL TRAINING FOR THE DEAF.

In this age of marvelous progress in all branches of education, it is gratifying to know that the deaf of this country have not been left in the rear. On the other hand, it might be safe to say that the deaf have made comparatively greater advancement during the past twenty-five years than any other special class of people. They have shown their capacity for higher education by achieving higher education, and the influence that has gone out from Gallaudet College has been wondrously effectual in stimulating the deaf to greater effort and higher aspirations. I should suggest a college course to any pupil of mine who had the mental ability to undertake the work and the energy to pursue it. And this I should do whether he aspired to a professional life, or whether he expected to earn his living in a humble way.

Modern education has cut out new paths and found its way into hitherto obscure places. It goes into the fields and factories and workshops. It helps the farmer to analyze his soil, and to choose the fertilizer best adapted to its needs. It fashions an architect out of a common carpenter; does old things in new and better ways; dignifies and minimizes labor, and opens wide avenues of rational pleasure to all who may walk therein.

But, after all, it is only the few that can enter Gallaudet College, from year to year, and it is only the best product of our State schools that should be sent there. It were better for a boy not to go to college at all than to go there and fail. A dismal failure at the threshold of his career might prove

to be such a discouragement as would shadow his whole future life. The work of educating the vast majority of the deaf and training them for useful citizenship must fall wholly upon the State schools. Not only must these pupils of ours receive mental training to a degree that will give them social recognition, but they must be taught to do something that will bring them bread.

To hearing young men all the learned professions are open, and yet, according to the statement of an eminent University President, over eighty per cent. of the students in American colléges to-day are taking what is purely or practically technical training. If this be so, then how much more important it must be for the deaf to be highly skilled in the mechanic arts.

The training of a boy along practical lines should begin just as soon as he is put into our hands. One of the first lessons he should be taught is the lesson of economy; that his food and clothes and books are expensive, and that nothing must be wasted or destroyed. As soon as possible he should be made to understand that somebody has to work for everything he gets, and that some day he himself will have to work, in one way or another, that others may have such comforts and educational privileges as are now provided for him. With this idea instilled into his mind from the very start he may the sooner realize the importance of making the very best use of his time and opportunities. And he should not be allowed to grow up with the idea that the work he will have to do will be light and esthetic rather than heavy and practical. It will be such as to tax his strength and skill, whatever its character, the value of his work being the main consideration.

If he does not become skilled in some branch of handicraft, he will have to be a hod-carrier or a wood-chopper, and even as a skilled workman he will have to be alert to

hold his own with others who are not handicapped by deafness.

In these days of business activity, when there is such great competition in all branches of industry, a man must give full value for the wages he receives, and the industrial world does not stop to bestow sympathy upon the unfortunate. A business man may be a philanthropist, but his philanthropy is a thing separate and distinct from his business. If the deaf man hopes to make his way successfully through life, he must be able to do something that the world is willing to pay for, and he will get for his labor only what it is worth in the industrial market. Labor is bought and sold, just as other commodities are bought and sold, and prices range with quality. A workman is paid according to his earning capacity, and no favors are shown. It will hardly be enough for a deaf-mute to be just as good a printer, or just as good a carpenter, as his fellow-craftsman, but to be sure of steady and remunerative employment he must excel in one point or another in order to overcome the disadvantages of deafness and the lack of speech. The foreman cannot afford to lose time by having to give directions through the manual alphabet or with pencil and pad.

The main object of this paper is to emphasize the need of a higher degree of efficiency in trades-teaching. Many of our schools maintain fairly well equipped shops in which the ordinary trades are taught, and I believe that all, or nearly all, make some effort at industrial training, but it is doubtful if any of us are doing as much for the deaf in a practical way as might be done. If we have only such shops in connection with our schools as are made self-sustaining, then the technical education of the deaf must be limited indeed. Some time ago I went through a school in my own State, established for the literary education and technical training of indigent boys and girls.

It is not classed among the colleges, but the work that I saw done there was a revelation to me. The students are taught to do things as they are done to-day, not as they were done fifty years ago. The shops are fully equipped with modern machinery and the latest tools, and various profitable trades are taught, and thoroughly taught. The graduates of that school are employed by large manufacturing firms, and there is such a demand for their services that many of them make engagements before they are graduated. They rank with the very best workmen wherever they go, yet the shops are not self-supporting—they were not expected to be. I thought when I came away that, if I could, I would remodel our schools for the deaf after the same plan.

It is far better for a young man starting in life to have a thorough, practical knowledge of one branch of handicraft than to be a "Jack of all trades." These are days of specialists,—specialists not only in the professions, but specialists in the industrial occupations. The man who has skilled labor for sale can command a higher price today than ever before, but the common laborer is still the drudge that he has always been, and his pay remains the same. The industrial activity of this country is the wonder of the world, and the American artisan is enabled to live in a style of comfort that is almost astounding to workingmen beyond the seas. The secret of the enormous wealth of the United States is in the tremendous energy of the American people, which, not content with developing home resources and building up local enterprises, forces its way into the uttermost parts of the earth. American firms have established electric plants at Hammerfest, Norway, the northernmost town in the world, and at Punta Arenas, Chile, the southernmost. They light up the palaces of the Shah of Persia, the Caliph of Bagdad, and the Sultan of Morocco; they are building bridges in

Egypt, and India, and China; they are furnishing machinery and farming implements to every civilized country in the world, and young men of skill and energy are wanted to carry on these industrial enterprises. Our technical schools are furnishing them, and thousands of the best young men of the land are being educated for industrial pursuits. If our deaf graduates are to have anything like an equal chance with these mechanical experts, they must have equal advantages for technical education.

Thus far, the deaf have responded with astonishing energy and capacity to all the promptings of progress. As the result of higher literary education they are no longer looked upon as a distinct, segregated class. Barriers to free social intercourse with the hearing have been removed, and they are rapidly merging into the body politic. Objectionable terms which tend to emphasize their physical defects are now rarely heard. Possibly it is due to the good work of our friends, the oralists, that the word "dumb," in its objectionable application, is eliminated from our vocabulary.

But while our schools have been making continuous progress in the academic departments, I fear we have failed to make any decided advancement along industrial lines. The inspiration given to the literary training of the deaf by the marvelous achievements of Helen Keller, and the commendable ambition of the schools to be well represented at Gallaudet College, have caused us to direct our energies too much in one direction instead of making uniform progress in all the departments. As regards the deaf, the hand must be trained as well as the mind, else our work will be but half done.

Let manual training begin with the kindergarten where even play is directed toward useful channels, and the inventive and constructive talent of the child receives its first awakening. Then introduce sloyd as a preparation for

real, practical work in the shops, and let the shops be brought up to the highest possible standard of efficiency. The instructors should be men of the highest skill in their respective trades, and, where possible, graduates of technical institutions.

To bring the industrial departments of our schools up to modern requirements, they must be equipped to turn out machinists and electricians as well as expert printers and highly skilled workers in wood. This will necessitate, in many instances, a thorough reorganization of the shops at considerable cost, but I think there was never a more opportune time to awaken public interest in our schools than the present, when a great wave of educational progress is sweeping over the country. With liberal State support, and with generous endowments from wealthy promoters of education, our public schools, colleges, technical institutions, and universities, are making decided advancement, and if we do not wish to be left in the rear we must bestir ourselves.

To sum up the whole matter, let us be zealous to make of our pupils intelligent men and women, versed in all the duties and conventionalities of citizenship, and capable of working side by side with the skilled producers and builders who have made this country of ours the greatest in the world. And while training them for sterner duties, let us not forget to inculcate the little amenities that sweeten life and make good neighbors and life-long friends.

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The meeting then adjourned till Tuesday morning.

In the evening there was an informal dance in the chapel. Many visitors from the town came out to attend it. It was such an enjoyable affair that it was repeated every evening during the remainder of the meeting of the Convention.

TUESDAY, JULY 11.

From 9 to 10 A. M. Miss EUGENIA T. WELSH, with a small class of pupils of the North Carolina school, gave an exhibition of intermediate oral work in the assembly hall. She gave the story of Atalanta orally from a reader, explaining difficult words and asking questions. At the close of the exercise one of the pupils wrote the story in her own language on the board with no errors in English.

At 10 o'clock the regular meeting was called to order by President Gallaudet. It was voted to send telegrams of sympathy and remembrance to Dr. J. L. Noyes, Dr. Job Williams, Judge Mott, Mr. J. W. Swiler, Dr. E. A. Fay, and Mr. E. H. Currier.

The chair appointed the following necrological committee:

Dr. J. N. TATE, chairman; Miss MARTHA C. BELL; Dr. T. F. FOX; Miss NETTIE McDANIEL.

Secretary DOBYNS presented the report of the Secretary of the Bureau of Information, showing 3 requests from superintendents for teachers and 105 applications for positions.

Mr. E. A. GRUVER, chairman of the Oral Section, took the chair and called on Dr. A. L. E. CROUTER to speak on

THE POSSIBILITIES OF CHAPEL EXERCISES UNDER THE ORAL METHOD.

It was my purpose in coming to this meeting of the Convention to remain a listener. There are always speakers enough, and it is a good thing to have willing hearers to listen. Since I came here I have been urged to say something upon the possibility of conducting chapel exercises by the oral method. Before entering upon my subject per-

haps I may be permitted to say just a few words in response to the address of our honored President upon the subject of gestures and sign making.

I agree with him that the knowledge of signs is undoubtedly of value to an oral teacher. It is only when she uses signs where she should use speech that she is wrong. No oral teacher will refuse to use gestures to a class of little deaf children; such gestures are used among little hearing children. For nearly twenty years I was a sign teacher—I prefer to say manual teacher—but after seventeen or eighteen years of active work I became interested in oral methods of teaching the deaf. I have been closely associated with oral methods for upwards of twenty years, and this morning I am called upon to give to you in a brief way “the faith that is in me.” There is radical difference between manual teaching and oral teaching and it is this: Oral teachers may use manual signs to a certain stage, then they use English. They do not continue the use of signs as is done in the manual schools, and just as soon as the oral teacher may use speech that is understood by her children, she drops gestures, she drops signs, and at once begins oral communication with her pupils. That is the most essential difference between the two methods. No oralist denies to-day the possibility of teaching children by manual methods; but I know the value of the oral method, and it is by reason of my belief in the superior value of that method that I have become an oralist; not a pure oralist; I don’t like that term. I am an oralist.

To secure good oral communication it is necessary that there should be established an oral environment; there must be an atmosphere of speech created; it must be the method of communication known and practiced in the school, if you would have it reach a practical value in everyday communication with your pupils.

Time was when my pupils would come to me and spell;

now they come to me and speak. Speech, howsoever poor it may be, is the recognized means of communication. We have no spelling, not even writing unless the necessity arises, and there is no question about the possibility of conducting chapel exercises, or any service, by means of speech alone.

In our school, at Mount Airy, the work is divided into sections or departments. Our speech work commences in the primary department, and primary methods are pursued, even to simple chapel exercises. From there pupils go into the intermediate department, where the work is conducted orally, where the teacher uses verb forms in a simple way. They remain there for three or four years, when they go into the advanced department, and chapel services are still continued, with a little adaptation, in the chapel of that department. It is necessary that there should be good light. I need not mention that the light must be good throughout on the face of the speaker. I have a very good light, and I have footlights that throw the light on the face of the speaker.

During that service all use a little book that we have, following the teacher during all the service, reading the Scriptures and following with a hymn. Then comes the address; a teacher takes a passage, and dwells upon it for half an hour, speaking clearly, not too rapidly, but in a way that they will understand. And they do understand; I am convinced of that fact that they do understand. As tests they are usually required to write out Monday what was said the day previously. You will find in the last number of the *Review* some words by Mr. McIlvaine, who though himself deaf sometimes conducts those services, and he gives testimony to the value and possibilities of that service. All moral thoughts, scriptural truths, historical facts, anything and everything that you would present during a service by manual methods, by signs, by spell-

ing, may be presented in oral schools by means of speech and speech reading. Of this I am positive. I have seen it tested, and I do not doubt it for one moment.

That service is conducted in the morning at 11 o'clock by one of the gentlemen teachers after Sunday-school which is from 9 until 10. There is an afternoon service conducted by myself at 4.30 in the same way. We hope pupils understand and appreciate thoughts that are presented in this manner, just as well, just as readily, just as thoroughly, as ever was the case when we conducted services by means of signs or by the manual alphabet.

An exhibition of oral chapel exercises, as conducted in the oral department of the North Carolina school, given by Mr. E. G. HURD with twenty-six pupils of that school.

The rest of the morning was spent in a most interesting and animated *Discussion* of the subject of oral chapel exercises.

Mr. F. W. BOOTH urged that an oral school cannot have complete success without oral chapel work, and spoke the responsibility on those in charge of making their work really oral work.

Mr. FRANK M. DRIGGS said that in the Utah school no signs are used in the chapel exercises, but spelling entirely.

Mr. J. W. BLATTNER spoke of the difficulty of having chapel exercises in a school where the oral and manual departments are not entirely distinct.

Mr. HARRIS TAYLOR and Mr. E. S. THOMPSON added their testimony in the strongest manner to uphold the claims of Dr. CROUTER that the children understand oral exercises fully.

Mrs. SYLVIA C. BALIS. I come here not as a stranger,

as one who has lived thirty years in the work. And I wish to say that in thirty years I have seen but two men on the platform whom I could understand. I can sit here and talk by the hour with Dr. Crouter and Mr. Thompson, but when they come up here on the platform, I can't understand a word. And those poor children—if I were compelled to go to church and watch the minister all the time, I should go crazy. The strain on the eyes and the strain on the mind is something awful. As we grow older, it is harder and harder for us, and I ask you, gentlemen, if when you go to church you would like to sit there and see the speaker spell it out. No sir, it is flat! I used to play. I know what music is, but suppose you were sitting here, watching a man play the organ without hearing a sound, you would be tired out. I have faith in the oral method. I would not give it up. I would not take anything for the little ability I have to speak. I know there may be some children who understand and others who don't understand, but it is very difficult to determine. I tell you this as one who doesn't hear. We have been through the mill! Make life happy for these little children; don't spoil all their happiness.

I would not give up the sign language for anything. It is a most beautiful language. I have seen the tears flow when a speaker was using the sign language. I have tried the alphabet with my own pupils in school, without moving them, and I have tried to speak, and then I have given the same thing in signs and they took it in, and the tears came into their eyes.

Often at the theatre we can't enjoy it unless we can see the action. And so it is in chapel service; we want to see something doing, and not just see a man there going jabber, jabber, jabber.

Dr. ROBERT PATTERSON spoke of the strong moral effect undoubtedly produced upon the deaf in chapel talks in signs, and called on superintendents to remember their responsibility for the welfare of the children under them.

Mr. E. S. TILLINGHAST supported Dr. Patterson, and pointed out that we must think first of how the service impresses the heart and mind of the child.

Dr. J. R. DOBYNS. I do not wish to intrude my views upon this assembly, but I think that some superintendent who believes in signs should be allowed to express himself. Mr. Booth speaks of the responsibility. Now the key-note of his speech is that. I can say that I feel a responsibility. And I say that if I were speaking to five hundred children by signs, and reached their hearts, I should feel that my responsibility in that measure was relieved.

I believe, and I hope I may not be charged with presumption when I say it, but I believe I can address one hundred, or two hundred, or four hundred, or five hundred deaf children on a text by signs, and touch more hearts than Mr. Booth can by addressing them with speech.

Now I honor Mr. Booth as one of the leading educators of the deaf, but I do not think it necessary for me to sacrifice the moral welfare of the children by addressing them by speech, when I can be addressing them in the poetry of motion, in gestures; and I want the teachers of the United States, and the teachers of the world, to know that there is one superintendent who thinks that signs for the pupils are better than spoken, written, or spelled language.

Mr. S. T. WALKER. Please add one more superintendent to that list.

Dr. T. F. FOX. I think that the deaf are very fair-minded people; those of us who have speech would not exchange it for anything. But when you come to the question of speech reading, you want to be careful. In church service you cannot do anything when it depends upon the lips. That is my experience and I believe it is the experience of every deaf man and woman of education and experience.

After further discussion by Mrs. SCOTT ANDERSON, Mr.

JONES, MR. BOOTH, DR. GALLAUDET, DR. CROUTER, and Miss EDITH FITZGERALD, during which the advocates of the two ways of conducting chapel services made no progress towards a settlement of their difference of opinion, the meeting adjourned for the morning.

The afternoon session opened with a talk by Miss MARGARET A. WATKINS on "The Iowa Method of Teaching Language." As her paper was not written out in full, and was illustrated by a large number of wall charts to which constant reference was made, it is not possible to give any fair idea of the value and scope of it here. It is to be hoped it may be reproduced in full with the charts in the official report of the Proceedings.

Following Miss Watkins, Mr. WESTON JENKINS presented a paper entitled

SOME FRUITS OF A LONG AND RICH EXPERIENCE IN THE CLASSROOM.

* * * In looking back over a lifetime spent in the education of the deaf, my strongest impression is that of gratitude. The principals under whom I have worked have been uniformly courteous, considerate, and helpful; always generously ready to assign to their subordinates a large, perhaps an unduly large, share of credit for any good results obtained.

When at the head of an institution, I found most of the teachers and others under my direction conscientious and enthusiastic in their work, heartily loyal in their support of the school administration, and always ready to welcome suggestion, advice, or criticism which might make their work in any way more effective.

I know of no nobler or more disinterested public services than those rendered by some members of boards of direction under whom I have worked—men who, at considerable sacrifice of personal convenience and of pecuniary interests, have given largely of their time and thought to the welfare of the institution. I have known instances in which such men have made a hard and successful fight against long odds, resisting the severest pressure, applied through social, political, and business channels, to prevent the perversion to selfish private ends of an instrumentality meant for the advancement of the deaf.

But it is to the deaf persons who as pupils have come my care, more than to all others with whom my work has brought me into relation, that I feel especial gratitude.

One may, with all his efforts, fall far short of that skill in teaching which he had hoped to reach, his mental resources may often fail him in supplying the information or the illuminating thought which would help and inspire his pupils, he may have infirmities of temper, peculiarities of person or of manner which are not attractive. Yet, in spite of all, if he have a sincere desire to help his pupils, conscientiousness and unselfishness enough to work with an eye single to that end against discouragements and difficulties, he will, later, find that his pupils, even when they seemed most indifferent, saw clearly, through all these infelicities, the abiding purpose underneath, and in after life look upon him as a friend, trusted and honored. * * *

In reviewing my schoolroom experiences and observations I am led to feel that in estimating the value of the several qualities that make a good teacher, I should now give more weight than I formerly did—more, I think, than most persons do—to refinement and courtesy. Everyone recognizes the effect, on even the roughest class, of the low, even voice, the dainty, tasteful dress, the gracious manner, of a thorough lady.

Every one has seen the gain in neatness and politeness in the children who come into close relations with such a teacher. But this is only a small part of the advantage arising from the possession of these qualities. Our schools are American schools, our children are American children. We cannot get willing obedience and ungrudging work from them by teaching them that it is their bounden duty to "order themselves lowly and reverently to all their betters," and that we are their betters.

American men and American children obey implicitly and work enthusiastically and persistently when made to feel that they have an interest in the work to be done, and that their leader can show them how to do it. Democracy is, after all, more favorable to discipline than despotism is. And so the subtle implication of respect for herself and for her pupils, the impression of fitness for leadership, which are conveyed by the exquisite care for the person and the apparel, by the balanced, calm utterance and movement, by the graceful courtesy of word and manner, are of inestimable assistance toward a teacher's success. It is true that these are not the teaching qualities, but they are the means by which the efficiency of the teaching qualities may be, one might say, indefinitely increased.

My experience in the classroom, again, has convinced me that classroom work suffers greatly from its too general isolation from the other departments of school life and from the life of the home. Too often it is the case that the pupil, perhaps also the teacher, feels that the value of the year's work is finally determined by the percentage obtained in the June examinations.

It may very probably be that the best scholar by this test is merely the one who has the dates in his history most firmly fixed in his mind, who has at command the longest list of rivers, towns, and mountains, who can give with the greatest fluency and accuracy the rules and definitions in

his grammar and arithmetic. Meanwhile, he is studying and practising for two hours a day a handicraft which he expects to follow as a daily occupation and means of support through life. He has skilled instruction and becomes expert in the use of tools and in the handling of material. But all this he considers as a thing quite apart from and unconnected with his classroom work; the technical phraseology of his shop, beyond the bare names of the tools, is, possibly, quite unknown to him. The materials used, their cost, origin, and preparation for use in his business, the tools and their history, the current wages and the quantity of work turned out by a qualified workman, the cost, the market price, and the profit of a job of work—these are subjects on which, perhaps, he has never been led to think.

And yet they are matters of not less educational value, and of much more immediate personal interest, than the Salem witchcraft delusion or the configuration of the continent of Africa. So also in regard to home life. In most of our southern, and perhaps of our western schools, the majority of the pupils come from farms, while farm life, it may be, is a subject persistently ignored throughout the whole of their school course. Yet it is surely quite practicable to have the pupils informed about and interested in the yield and the price of the staple crops, in improved varieties of stock, in the best methods of tillage.

Where the population is chiefly urban, corresponding subjects of interest are the rates of wages in different occupations, the cost of rent and of supplies, the simpler subjects of municipal administration, the amusements of the city.

In short, we need to remember not only that it is more important to give power to the pupils' mind than to fill it with knowledge, but that, with our pupils at least, it is even more important to ensure that this power shall find means of application to work, outside of itself.

Another lesson which has been deeply impressed on me

by observing my own work as a teacher and, as a principal, by watching the work of other teachers, is the importance of keeping always in the best possible physical condition. The value of teaching cannot be quantitatively reckoned. An acre of ground plowed, a charge of iron puddled, represent a definite value of work performed, whether the workman wrought with joy in his task or whether he dragged through it with weary limbs and a head bursting from the drunken bout of the night before. But in the business of teaching, given the same knowledge of the art, the same conscientious effort, the value of an hour's work may vary almost indefinitely.

The chief value of teaching is in its inspiration; the true teacher is the one who can feel throughout his teaching day, "I perceive that virtue is gone out of me." Aspiration, cheerfulness, hope, determination, the teacher must supply to his pupils, if he is to be in any high sense a successful teacher. Sound character, extensive knowledge, mastery of method, all these furnish, as it were, a dynamo with a tremendous capacity for useful work—but its usefulness will be determined by the intensity and volume of the current of health which the physical organism can supply. For this reason I would advise, in moderation, such recreations as tend to sanity and mental balance, the theatre, social intercourse, literary clubs, general reading. I favor also a brief time each day devoted to serious study and hard thinking on subjects not bearing directly on one's professional work. Above all, I consider necessary a considerable time given to vigorous bodily exercise—out of doors if possible.

But in all this, moderation, the golden rule of the Greek, should be observed. A woman cannot be the head and front of all the social activities of a gay community and at the same time do justice to her work as a teacher. Nor can a man be a thorough-going base-ball "fan" or a devotee of the theatre without impairing his teaching power. I should even say that an excessive devotion to study is a drawback.

At the same time I may say parenthetically that a life-long interest in study I believe to be an essential element in the make-up of the ideal teacher.

Chaucer's Clerk of Oxenforde was of the true type.

"Gladly wolde he lerne and gladly teche."

Given the moral fitness and the mental preparation, what is the great need of the teacher? Is it not that which the Great Teacher announced it as his mission to supply?

"I am come that they might have life, and that they might have it more abundantly."

Life, social, intellectual, religious life, the teacher ought to live fully, both for his own sake and that he may impart it to others, and in order that he may maintain such a full vital current he needs pre-eminently sound, even exuberant, physical health.

You will have remarked that in this paper I have brought forward no "fruit" that is new. I am no pedagogical Luther Burbank. Everything that I have said you have heard a hundred times before.

I do not even say that the few points I have mentioned are, more than others, the real essentials, the "pillars of a standing or falling" theory of education.

But they are points which, more than hundreds of others, have been especially emphasized and driven home to me by my own experience and observation. An American visitor once mentioned to Carlyle that he had been interested in some new facts which he had gathered in regard to S. T. Coleridge. "I would not give a sixpence for all he ever wrote. That's another fact about S. T. Coleridge," exclaimed the dyspeptic seer. "No," rejoined the visitor, "it is a fact about Thomas Carlyle." So what I have said may be facts not about education but about the writer of this paper.

Still, as none of us has the whole truth, and as each of us has a part of the truth, we shall all be the gainers if each one puts forward with most confidence and emphasis that which has appealed to himself with most convincing force.

Superintendent R. E. STEWART now read a paper (here abridged) on the

DIVISION OF PUPILS' TIME BETWEEN SCHOOL AND PLAY.

This is a question hardly possible to settle in the same way in every school. Local or climatic conditions may cause necessary differences. The public schools usually make the rule three hours in the forenoon and two in the afternoon for study and recitation, with an hour or more at noon for luncheon and exercise.

From the rapid advancement of pupils in our public schools, five hours a day five times a week seems ample for the mental development of the child.

We in institutions have other problems to solve besides the schoolroom exercises. Home life is the ideal life for a child; after school he may pursue that which interests him most; but an institution family becomes too large to permit each pupil his own pleasure. There must be a daily routine.

There must be such an order of things that every pupil is busy at something proper all day long. This order must be arranged to avoid monotony and not overdevelop one phase of education to the neglect of others.

The industrial department is of no less importance than the literary. After graduation self-support hangs on the pupil's skill as a workman. Devote two or three hours daily to shop work. The morning is best for mental work; while

shop work is not secondary to school work, the increased activity makes it restful after the latter.

No work should be prolonged till it becomes wearisome, for then it will breed mischief and falsehood.

A sane degree of sports is beneficial, and, for the youngest children, practically the whole time after school should be given to play. For those that work in the shops, an hour before and an hour and a half after supper can be well spent in play besides the noon hour.

An hour should be devoted to study in the evening. This would give us, then, six hours of study, two to three in the shops, and three hours in recreation. The balance of the time from rising till retiring will be spent in household duties, reading, and correspondence. All this time and play time should be under the direction of a supervisor.

Discussion.

Dr. DOBYNS. You think that sleep is important?

Mr. STEWART. Yes, I certainly do.

Mr. BANGS. I should like to ask what the foreman of the carpenter shop is doing from the time school begins until four o'clock in the afternoon?

Mr. STEWART. He is patching the roofs, mending broken places, and doing a number of things.

Mr. BANGS. I think that work would be practical work for the children.

Mr. STEWART. I feel that you will accomplish more if you do not take your pupils out of the shops and have them do repair work outside. It is best to have them do it inside, as it is hard to handle them outside.

Mr. HAMMOND. I think that it is not unlikely that Brother Stewart, at some time, saw the advantage of having all the boys in the shop at one time, but that he will probably in the future divide his school into two or three

sections, following what is known as the Ohio plan, so that instruction may be carried on in the shop all day, and a smaller number taught, so that more time may be given to the individual boys.

Dr. TATE. There is another advantage in having the school divided into sections. In the Minnesota schools we have the day divided into three parts and the school divided into three sections, and in making those divisions, in the entire department, we have the pupils about equally divided among the trades, instead of having them all, say, in the carpenter shop at one time. An instructor can give them better instruction where he has only one-third the number.

By that method of dividing the time the teachers of one-third of the school can observe the work done in the other two-thirds, and I consider that quite important.

I think that when a school reaches one hundred to one hundred and fifty, the division into three times and three parts is the best that I have ever seen.

The next paper was by Mr. PAUL LANGE, on

STATISTICS OF THE DEAF.

Statistics! What dry and tiresome associations the word suggests. It is with some timidity that I venture to speak on this bugbear of the masses. Yet, as William H. Allen stated in an interesting article in a recent issue of the *Outlook*, there is hardly a field of activity where statistics have not materially contributed to advancement. We depend upon them "for our ethics, our laws, our statesmanship, our progress."

In our own field of labor statistics have served not only to correct erroneous ideas and give the public a better com-

carry such insurance, it often proved a difficult matter to secure work for the applicant. Data on deaf factory employees, I think, would show that they are no more liable to accident than the hearing and would make it possible to demand the removal of this bar to their employment.

It often happens that parents of deaf children move from one State to another, putting off and sometimes altogether neglecting to again place their children in school. With a permanent census this evil could in a measure be remedied and compulsory education furthered.

With lists of this kind it would also prove an easy matter to trace lost deaf heirs.

The collection of such data need not entail too much expense. One official in the Census Department ought to be able to do the work of compiling lists and publishing reports from time to time, the government frank of the census bureau obviating what would now constitute the chief expense in securing such data.

I have merely confined myself to showing the desirability of such investigation without outlining plans for carrying on the work. If the Convention will take up the matter and appoint a committee to confer with the U. S. Census Commissioner, and if necessary urge Congressional action, I believe it would be an easy matter to secure such investigation and that much good will result therefrom.

Mr. Lange's paper called forth considerable discussion. All the speakers looked favorably on his suggestion of the appointment of a committee to confer with the Census Commissioner, and the following resolution, offered by Mr. S. T. WALKER, was adopted:

Resolved, That a committee composed of Dr. E. A. Fay, of Washington, D. C., and two others of his selection, be formed by this Convention, whose duty shall be to formulate

a list of questions to be asked by the Government census officials along the lines suggested in this paper; to present the subject to the proper officials, and secure if possible a permanent clerk in the Census Bureau whose duty it shall be to see that such statistics are gathered, tabulated, and published.

The meeting adjourned at five o'clock. In the evening a pleasant reception was given to the visiting members of the Convention by the officers of the School and members of the Board of Directors.

Superintendent and Mrs. Goodwin, Mr. and Mrs. Miller, and several other representatives of the School were in the receiving line. Refreshments were served in the dining room, and then most of the company found their way to the assembly hall to dance or watch the dancers till midnight.

WEDNESDAY, JULY 12.

The morning session was given to the Industrial Section. The chairman, Mr. WARREN ROBINSON, was unable to be present. Mr. F. D. CLARKE read his opening remarks and presided in his place.

Mr. Robinson's remarks showed a spirit of hope. He said the whole profession of educators of the deaf is under the spell of a great awakening in regard to the importance of industrial education of the deaf. He spoke of the necessity of schools keeping records of the whereabouts, occupation, and character of their graduates. He asked the co-operation of all schools in the work of the Bureau of Industrial Statistics of the Deaf, and, as a favor, requested each school to furnish a copy of its school paper to the head of the Bureau, Warren Robinson, Delavan, Wisconsin.

Superintendent F. D. CLARKE read a paper entitled

FEW OR MANY TRADES.

I am, in ten minutes, to discuss the question, Which is better, to have a few or a great many trades taught to the pupils of a single school?

Long ago I had in my mind an ideal industrial school for the deaf, modelled after our State Industrial and Agricultural Colleges, and receiving the aid of the National Government, and possibly the financial support of some of our multi-millionaires. It was even intimated to me by one who largely directed the charities of one of these that if I would perfect a plan, and get the endorsement of those who were recognized as leaders in the education of the deaf, he would lay it before his principal and thought it probable that he could get us a generous gift as a start. That scheme fell through for various reasons.

At this castle in the air it was my intention to have every useful handicraft that did not require hearing, taught by the very best instructors to the deaf of our whole country. That such a school would be largely patronized by the deaf, and would be of enormous value to them, is a self-evident fact.

The question before us is, How far is it wise for a school to endeavor to give such varied instruction to the deaf of a single State or section?

As in so many other questions that must be decided by the management of a school for the deaf, the answer to this question largely depends upon the income of the school, and somewhat upon the number of pupils. If funds are available, I should be in favor of adding a new trade every time a class of pupils could be formed large enough to keep the instructor busy.

I am more and more convinced that trade-teaching is much more needed by the deaf than manual training.

Pupils should be taught all the underlying principles of the trade and the use and care of the tools used in it as carefully, as scientifically, and much more thoroughly than they are in the manual-training departments of our public schools; and, after having acquired this knowledge, should be required to work at their chosen trade long enough to acquire skill and rapidity at it.

I am also very strongly of the opinion that many schools make a mistake in dividing the time of work in the shop into periods that are not long enough. For older pupils in particular, I should like to have the time in the shop, in an unbroken period, approaching in length a workman's half-day; three and a half or four hours without any intermission.

One reason why pupils from school fail in the workshop or factory is that they had no training in steady continued work, and that both mind and body, lacking this training, become exceedingly weary and soon rebel when first put to it.

With this long period of work, a single instructor could not care for as many pupils as where the periods were shorter, but the workmen he turned out would be superior.

This question of how many trades should be taught must always largely depend upon the financial ability of the school; for in this world it is a law, applying as inexorably to schools as to individuals, that no one can have that which he is unable to pay for. Some few trades will pay their own way in a school, but as a rule each new one established is an added expense.

In the Michigan school about \$30.00 a pupil for the whole school is used for what we call industrial training. This covers instruction and material. It is, and has been for years, the policy of the management to spend this amount. If at any time, by an increase in numbers, we are able to reduce it, we establish a new trade or improve one already established, so as to keep as near that figure as we can. Could we make this \$50.00 instead of \$30.00, we should very

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largely diversify our trades, and teach branches thoroughly that we now only make an effort at.

As an instance—wood-working in all its branches is very thoroughly taught in our cabinet shop, but the closely connected trade of upholstering is only taught in its rudiments. Our boys on graduating could put a seat, or a cushioned back, on an armchair or sofa, but if we said they had learned the upholsterer's trade it would not be true. Had we more money this would not be so, for we would make the course in that branch as thorough and practical as in wood-turning or veneering.

The same is true of the very many trades allied to printing. Our boys know something of stereotyping and chalk-plate engraving, etc., but they are not experts and we do not claim to teach those trades.

In conclusion, I would say that every school should teach as many trades as that school can afford to teach thoroughly, always using due wisdom and prudence in the expenditure of the State's money, and having a great care to select such trades as will be of use to its graduates in future life.

The next paper was by Miss D. D. RICE. It was read by Superintendent Walker of the Wisconsin School and given in signs by the author in such a graceful manner as to call forth much applause.

THE IMPORTANCE OF TEACHING THE BLIND-DEAF TO WORK.

In the public mind the importance of teaching the blind-deaf is more or less vague. Many have not given this subject consideration. They are aware that institutions for the care of the blind-deaf exist, but, owing to their lack of knowledge in the premises, these institutions are rather

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regarded as asylums where the pupils are kept alive and, after a fashion, entertained. The far-reaching scope and possibilities of institutions of this nature are known practically to but the relatives and friends of those enrolled, and those engaged in educational pursuits.

In the care and education of persons not blessed with the faculties of hearing and seeing, happiness and contentment should be the primary and most important condition sought for. The first step in this direction is the creating or kindling of the spark of ambition. The mind must feel that this dual affliction has not placed it beyond the pale of usefulness and service. Individual instruction is necessary as a beginning, for the unimpaired senses must be cultivated to perform the functions of those destroyed through disease or accident.

The methods required correspond in a large degree with those used in the public schools, excepting that their employment requires a greater period of time. Every idea must be viewed from all possible sides, as the common opportunities for perception and repetition are lost. The fact that arithmetic, geography, language, and reading are part of the daily routine does not signify that their advantages can be utilized for any intrinsic worth in later life, but they are the first means to that great and all-important end—happiness. Fortified with developed minds, pupils will meet the problems of life and be better prepared to cope with them. The nearer they approach the intellectual equality of their fellow-beings, the more their sense of isolation will diminish.

The building and strengthening of these principles should be the teacher's ambition.

The prevalent, and for the most part erroneous, theory that continual entertainment must be provided seems to rule.

The real essence of philanthropy consists in "helping man

to help himself." The opening of some avenue for growth and expansion will prevent the unprofitable and harmful musings of idleness.

Literature undoubtedly comes first as the best mental recreation. The selection of good and instructive books, and the learning of how to read them, must be an early lesson. Thus fortified, the blind-deaf are placed on an equality with all of their fellowmen. They can at once recognize the superiority of each author's mind, and appreciate the logic and value of his works. Through the agency of literature, a moral standard is created or advanced—fluency of language acquired, and a worship of God inspired.

Certain characteristics in other people appeal in a greater or lesser degree to a man's intelligence; certain traits are approved, others condemned. His friends are chosen on the basis of these estimates. The power of such selection is not always possible to the blind-deaf. Their warmest friendships are conveyed through the medium of literature.

Admitting the many advantages of literature, it must still be borne in mind that mental occupation without variation is unquestionably injurious. Practical occupations along consistent lines cannot but be highly beneficial. Independent of the results accomplished, the occupation of the pupil will lend variety to the routine. An enumeration of the occupations feasible would form an almost endless topic. For this reason only those most prominent will be cited, and this after the reminder that work, aside from its possible financial remuneration, is refreshing, and largely essential to happiness.

The sense of touch can be utilized for everything but the distinguishing of color—even this is not impossible, according to some authorities. The rudiments of work should be taught in a school where attention and preparation are required. The lessons of the manual-training classes may develop a taste for architecture or sculpture. At any rate,

this knowledge can form part of the day's useful self-entertainment. Massaging, also, is quite practical. The blind of Japan are especially proficient in this art, and achieve most satisfactory results. Deafness need not be regarded as an impediment.

Among those who have demonstrated their capability of performing household duties most successfully are the ones who have acquired the niceties of neatness, sanitation, and economy. The development of these will necessarily require some little time and attention, but the ends accomplished and pleasure afforded will be ample compensation.

Bookbinding, copying for the blind, and sewing, are excellent exercises. These means of employment are set forth simply to emphasize the importance of an education. Independent of her mental capacity, every pupil can become an expert seamstress. The making of doll's clothing has often formed the nucleus for this art. Embroidering is also possible. In competitive exhibitions, the specimens displayed by blind-deaf girls have often been approved over those submitted by pupils who have the use of all their faculties. I cannot adequately describe the happiness of one girl, when permitted to put a facing in a smaller pupil's dress. It was done in a perfect manner, and the altered garment became the pride of the wearer.

The accomplishments made possible for the blind-deaf through education are apparent to but comparatively few of the general public. However, since these possibilities are daily becoming more appreciated, the sympathetic feeling is shared with that of admiration.

In contradistinction to the orchid, which, though beautiful, is extremely parasitical in its nature, are the channels of education. It is indeed gratifying to know to what extent these talents for self-entertainment, to the end that happiness may be recognized, are being made use of by the blind-deaf. Let us hope that this will ever be on the increase.

To the world at large, possibly no more pertinent object lesson is given than to note the capabilities of these afflicted persons when the public is brought into contact with them. They serve as the most forcible reminder of the homage due the great Deity who has endowed us with unimpaired faculties.

All of us assembled here to-day realize what results the writings of one beautiful character totally bereft of vision and hearing have accomplished in the elevation of humanity. Her grand intellect has instilled many with the duties of brotherly love and fraternalism; has shown to them the unreasonableness of many of their complaints; and has kindled a spirit of interest and enthusiasm for all branches of education. If this were possible for one, what could not a score or more do? Their opportunities are many, and will occur in any work undertaken. For the blind-deaf, wholesome literature and work, steady work, lead to happiness, with an education as the only means.

The Chairman reported many papers in his hands the authors of which were not present. Dr. GALLAUDET moved to suspend the rule not allowing such papers to be given, and to have read such papers as the Chairman should select. This motion was carried.

Mr. Clarke then called on Mr. Augustus Rogers to read a paper (here abridged) by Mr. CHARLES P. FOSDICK on

GARDENING FOR THE DEAF.

The author pointed out that agriculture is becoming more and more a business requiring education, intellect, and a high degree of technical skill. Most of the pupils in the schools for the deaf come from farms, and would be better off after school in the country. Since most of the schools have room for gardens it is easy, he said, to arrange for

instruction in this kind of work. Results will depend on the instructor; he must be a man of education and able to communicate freely with his pupils.

The objection that our schools close in summer is not so serious as at first it seems. The preparation of ground, planting, and first cultivation are all done before he leaves. During the winter, by means of blackboard and boxes of soil, he can learn planting and transplanting, names of insects, and how to destroy them, etc.

Even if the country boy elects to live in the city this instruction will enable him to provide a more varied table in his home.

The Chairman then asked Dr. Tate to read a paper (here abridged) by Miss MAZIE S. KEEFER on

WHAT THE DOMESTIC TRAINING OF OUR GIRLS SHOULD BE.

Our girls should have such a training that they will understand general economy, scientific housekeeping, the proper selection of cloth for garments and household purposes, the general laws of health, and a knowledge of nursing the sick.

If time is limited, find the bent of the pupil and train her along the line she likes best, cooking, dressmaking, or whatever it may be. And what the pupils need especially in this is the *language* of the trade; they are always willing to work, but outside of school they must be able to communicate readily about all the details of what they do.

The Chairman read a letter from Mr. SIDNEY W. KING in answer to the question "In what form can rewards be given without doing injustice to or discouraging others?"

Mr. King suggested the awarding of printed certificates

for good work and conduct, signed by the teacher and superintendent.

The Chairman then opened the general question of Industrial Training to *Discussion*.

Mr. ROGERS asked for an expression of opinion on the value of tailoring for the deaf. Mr. BOWLES gave it as his experience that those who learned the trade did not stick to it, but Mr. BLATTNER and Dr. CROUTER both expressed the opinion, founded on what graduates of their schools have done, that the deaf can earn excellent wages as tailors. Dr. CROUTER went on further to say:

I agree thoroughly with the paper presented by Mr. Clarke as to the value of trade-teaching as against manual training. In principle perhaps manual training ought to be a good thing and something that our schools for the deaf ought to have. The great objection to manual training is that it does not afford sufficient opportunity for practical work, and our pupils do not go sufficiently far in the trade that they attempt to acquire to enable them to maintain themselves in trades and occupations that they try to follow.

We teach a number of trades and we try to teach them well. We employ an expert teacher in every instance. For nearly all of the trades the chief instructor has an assistant, in some of them two. Ample time is given; in the intermediate departments two hours daily; in the advanced departments three.

It would be difficult for me to state just which trade taught in our schools is best. We find wood-working very profitable, tailoring, shoemaking, brick-laying, painting, bookbinding, and glazing. And I wish to add that, owing to some admirable remarks by Mr. Walker of the Louisiana school last fall, we have added wall decoration and with good results.

Teach trades well, or don't teach them at all. There

should be a close relation between the industrial and the trade-teaching department and the intellectual department. I mean the instructors should be brought together. Our instructors in the industrial department attend all the meetings of the teachers of the intellectual department and effort is made to point out how work in the industrial department may be supplemented in the intellectual department, and *vice versa*, and it is remarkable how much can be done in this way. Again, we strive to elevate the work done in the industrial department. It is sought in every way possible to make it as praiseworthy, as elevated, as important. It is certainly equally as important, perhaps more so in many instances, as the work in the intellectual department.

We give prizes. I suppose that more than one-half of the prizes awarded at the end of the last term were won by the pupils in the industrial department. The members of our board of directors, and others visiting the department, are told of the most successful workers and they are recognized at the end of the term. It is a good thing to do.

There are four boys who have taken up typesetting and linotype work who now have good positions in the State.

Mr. Walker of South Carolina tells me there is one who has a good position in Florida. It pays well. A boy who left us at the end of the last term, who took a post-graduate course in typesetting before he was through, received a call to go to Philadelphia to take charge of a linotype at \$15.00 a week to begin with. I had a letter from the superintendent of a large shoemaking factory to send him four of the graduates in the shoemaking class. I could only send him two.

By seeking to raise up the workers in the trade department, by seeking to place them on a level with the workers in the intellectual department, a great deal of good may be done.

Mr. T. P. CLARKE suggested as a valuable help in teaching the names of tools, their uses and value, that heads of schools obtain the trade catalogues of large firms.

Mr. ARGO described the interest the deaf-blind children of the Colorado school take in industrial work, and mentioned the fact that Lottie Sullivan, the oldest of them, made a suit for herself last spring.

He also emphasized what Dr. Crouter had just said on the necessity of employing expert teachers in the trades schools.

Mr. JOHN E. RAY spoke of the desirability of selecting trades that will be most suitable for the children after they return home, and in this connection pointed out that most of them come from the country. The towns and cities are full of vice, and it would be far better if more deaf children were prepared to spend their future lives as successful farmers or gardeners.

Mr. MOSES suggested the training of girls in nursing the sick, and cited the case of a girl in his own school who, with very little instruction, was able to assist in the hospital and is now one of the best nurses there.

Mr. R. O. JOHNSON mentioned, as a desirable trade not spoken of by anyone else, tinsmithing, which he has introduced, with very good results, in the Indiana school.

Mr. F. D. CLARKE was called on to tell about the attempt to turn the Michigan School for the Deaf into an agricultural school. He said the alumni some time ago petitioned for an agricultural department. In consequence he sent out circulars to the parents of all the children. About 375 answers were received. Nine-tenths said: "No; don't teach them to be farmers; we want our boys to learn things we can't teach them." A few were in favor of it, and they were all from the city of Detroit!

He added that he was sorry that the boards of trustees in some schools expected the shops to pay a profit; that the

shoeshop is a place to make shoemakers, and when we can sell copy-books for enough to pay the cost of teaching boys to write, we can expect the shoeshops to pay for teaching them to make shoes.

Mr. N. F. WALKER voiced the sentiment of all in saying that while at first it may seem discouraging that pupils often do not follow the trades they learn at school, it is not really to be wondered at or deplored. They seize opportunities for work of all kinds. The fact that they are, in general, self-supporting and thrifty proves that their industrial education has properly fitted them for labor.

The morning session then adjourned.

The afternoon session was given to the Kindergarten Section. Miss MARY McCOWEN, the chairman, called the meeting to order at half past two, and made a brief introductory speech. She mentioned the fact that kindergarten work in the schools for the deaf has been of very recent growth. Many think it simply a scheme for keeping children out of mischief; but really it is based on the same underlying principles as all education. She then called on Miss NELLIE J. SCHROCK to read a paper (here abridged) on

OCCUPATIONS OF THE KINDERGARTEN PAST AND PRESENT.

Those who understand the kindergarten materials know that the gifts and occupations appeal to many minor needs and desires of the child, yet the great essential is the development of creative self-activity.

The outward purposes of the kindergarten occupations are the training of both hands in exactness, deftness, and neatness. They train the eye to judge correctly of lines and angles, of proportion and symmetry. After a time the child's greatest delight is to invent new combinations and

designs. So new ideas are originated, and the fullest and truest worth of the gifts and occupations lies not in the manual training, but in the full development of the creative self-activity.

The kindergarten of to-day is not that of twenty years ago, though time has not changed the fundamental principles on which the kindergarten rests. The interpretation of the Froebel thought has broadened.

Froebel's principles have helped solve the problems of the early education of deaf children. The methods for hearing children of course must be adapted, but they must always be. Each child is a peculiar thought of God. He has activities in common with all children.

Deaf children miss spiritual truths as given to young hearing children in stories, songs, and music, but we can supply them, to a certain extent, by picture drawing, rhythmic motions, and the occupations of the kindergarten.

Our first effort is to teach the child that he is part of the large circle, and to enjoy and share the pleasures of others. We bring out the most attractive occupation; perhaps it is making paper chains. When a long chain is done we drape it from the corners to the center of the room, leaving it as an ornament made by the children themselves. In such an occupation dexterity and a knowledge of color, number, and neatness are given; and we have awakened the interest of the child in others.

Position is our one great essential. We begin our first real lesson with sticks. With the right hand I pick up one stick and hold it out, the children imitating; then place it horizontally in front of me on the table. With my left hand I pick up the other and lay it beside the first. The children soon follow. Then forms of life are given for representation, such as a tree, a man. Care must be taken not to tire the children. Free use of both hands must be exercised for the proper development of the body.

The desire to cut, make, and build should be cultivated and developed, as it leads to the constructive instinct found in all children.

For scissors cutting we give out paper with ruled lines first. Magazine pictures may be cut out and mounted on suitable background. Often we give a leaf or some sample form of life that each child can first trace with a pencil. Then he cuts it out. Paper cutting is a great help in mastering form and direction.

Sewing is a means of deepening the impressions of form, outline, and color on the child's mind. Modeling is the best means of helping the child to produce real images of things.

It is possible here to mention only a few of the thirteen occupations, but I have given some of the most important.

We devote three months to the gifts and occupations, trying to teach the children all lessons involved in the work, interspersed with games, training of the senses, breathing exercises, and preparatory work for speech in getting the children accustomed to the diagrams of the face, speech-reading, and control of the tongue through gymnastics.

At the end of this term we have gained a knowledge of a number of commands and names of objects through speech-reading, five or seven articulations, three or four vowels with their combinations, their own names and those of their classmates, and the lessons of quietness and attention to a certain degree.

After the holidays we can make more rapid progress, and at the end of the year the child has gained the written and spoken forms of forty or fifty words.

In the second year of kindergarten work his speech and accent are improved and his vocabulary is increased to three hundred words, while the child has gained a little idea of language.

Our kindergarten occupations then come in as busy work.

A very small per cent. of schools for the deaf at present have kindergartens, but I trust the day will soon come when superintendents will recognize that this is another avenue to a broader and more active life for the children under their care.

Discussion.

Mrs. ANNA C. HURD described the introduction of kindergarten work into the North Carolina School last year. The results were gratifying. There was a distinct gain along the lines of attention, neatness, and accuracy and power of expression. The work was given in connection with the development of speech and language, which did not suffer at all.

Miss CORNELIA D. BINGHAM. The children come to us with no language, and with no practice in those habits that we wish they should form. Our desire is to awaken interest in them, to make each child feel he is one of a society, one of the whole. They must begin to learn that they are only individuals, only atoms in a related whole.

The first problem is the subject for our daily outline of work. The world is full of material and it is a great question just what is most suitable for the little child, to give him the best development. I might say that the teachers differ in their ideas as to the methods to be used in the kindergarten, as well as teachers do in the teaching of the deaf outside of the kindergarten. The subject, to my mind, should be chosen in relation first to the child's needs, and in order to understand the child's needs we must first understand the plan of development and the stage of growth. The subject should also be chosen with relation to his environment. I should not give the child from the city the same subject as one from the country, and I should also determine the subject to some extent with relation to the season of the year.



FROM A PHOTOGRAPH BY FACH BROS.

SUPERINTENDENTS AND PRINCIPALS AT MORGANTON.

I would group my words around one fundamental thought. When I say "fundamental thought" I mean some fundamental principle that the teacher is going by. Co-operation to me would be a fundamental principle. We have in the city the milkman. Of course, here we have one who tends to the cows and brings the milk to us, and that would be co-operation in the domestic affairs of life. Interdependence is another fundamental principle.

In connection with this thought I should give material experiences, that is, wherever I give a thought I try to give to the child a means by which he can express that thought. Now the most accessible means of expression is the black-board. It gives him use of the large muscles of the body and doesn't require him to use the delicate muscles of the fingers. But in addition to that I should use any material that I thought suitable to the children. Of course, for certain thoughts you could use clay, for other thoughts you could use paper, and some thoughts would be expressed in painting. The great principle is to give the child means of expressing his thought.

Miss Bingham went on to describe in detail the work of the kindergarten children in the Chicago schools, illustrating her talk with actual samples of their work which were displayed on the walls.

Mr. R. O. JOHNSON spoke of the success of the kindergarten in the Indiana school, and said that from his point of view it is almost necessary for every school for the deaf to have one.

Mr. HAMMOND. The kindergarten that we have is very much like a kindergarten generally, but we teach the children more about speech than is taught ordinarily. We also use dactylology, signs, and writing, all taught by the same teacher. We have only one kindergarten class, Miss Burnett's. A great many of you have met her at previous conventions. My judgment in regard to the kinder-

garten and its effect upon the child is that it is very beneficial, and I would not give it up. Some kindergarten teachers, instead of teaching the children habits of study, allow them to acquire habits of listlessness; as though it were a kind of job fixed up to amuse them, and in their after course they display a lack of attention. That has not been the case with us, and I don't think that the kindergarten work that we have had has ever hurt our children. We do not keep the children in the kindergarten course more than one year, unless they are slow.

The handwriting that these children have acquired in the first year has sometimes been a surprise to me from the fact that it has been legible, and not only that, it has been quite rapid for little children. They always seem to enjoy themselves in the kindergarten during the hours that they are not kept too closely confined.

The teacher has to put herself into the work. I expect that she did a little too much this year and at the end of the year she was not in first-class health. I found that I gave her too many children to teach, and I have found that that is one of the responsibilities that the Superintendent must look out for.

These little children are particularly interested in water colors. We have a teacher who is an artist, and she gives them a little work of this kind. Some of the work that they have done has been a revelation. And we shall certainly keep that thing up, at least as long as we have a teacher who is artistic.

Mr. T. F. Fox. In the New York Institution we have at the present time about one hundred little children in the kindergarten, under the direction of Miss Margaret McGill. The beginning children come here. People, especially teachers of the deaf, have the idea that the kindergarten is merely a place for play. I tell you frankly that the work done in the kindergarten is in every way equal to that done

in any department. Those children can be and will be prepared to go right on in the regular class work. If they grow to be too large, and if they do not show sufficient progress, we take them out and put them in a special class. They begin at four years of age, then pass into the transition class, and from there they go right into the regular grades. We recognize the kindergarten in the New York Institution as part of the work that is going to stay with us. It is one of the greatest helps that any school can have, and when it is properly used and under proper conditions no school need have any fear of it.

Miss BINGHAM then showed water-color work and some beautiful basket work done by pupils in the Chicago day-schools. In the latter the designs were original and the work was exceedingly well done.

Miss McCOWEN closed the meeting of the Kindergarten Section by thanking those present for their interest and expressing the hope of developing further this interest in the education of little deaf children.

In the evening Dr. CHARLES McIVER, President of the North Carolina Normal and Industrial College, delivered an eloquent and interesting address. He spoke of the needs of the teaching profession, of the growth of educational work in the South, and of the nobility of the teacher's vocation. For over an hour he charmed his audience by his eloquence, wit, and telling illustrations.

He was followed by Hon. B. E. STACEY, State Treasurer, who welcomed the Convention and promised that educational interests in North Carolina would receive his fullest support.

In the evening there was dancing again. A good many young people from the town were present and helped to make it pleasant for the visitors.

THURSDAY, JULY 13.

The time from 9 to 10 A. M. was given to an exhibition of geography and arithmetic teaching by Mr. E. G. HURN and Mr. E. F. MUMFORD, with oral classes from the North Carolina School.

The regular meeting was called to order at 10 o'clock by the President.

Professor PERCIVAL HALL read a paper (here abridged) on

SPEECH TEACHING IN GALLAUDET COLLEGE.

In considering the problem of teaching speech at Gallaudet College five points must be carefully noted.

First, the regular work of the College *must* be done; and this requires practically all the time the student can give to mental work.

Second, three foreign languages are taught, forming about one-third of the whole course. It would be almost impossible to teach them orally even to the best of lip-readers.

Third, the body of students is made up from schools employing different methods. Rarely are more than two in one class so drilled as to go on well together in speech work.

Fourth, almost one-half of the students are congenitally deaf or practically so, and there is great variety in the amount of hearing remaining, and the needs and abilities of those who come differ widely as far as speech is concerned.

Fifth, the average ability and intelligence of the students is high.

These facts point to the solution:

Individual instruction for short periods daily. All students are offered the opportunity to improve their powers of speech and speech-reading. Fifty-eight per cent. availed themselves of the privilege last year.

The work is conducted so that each student who desires it has about fifteen minutes of practically private instruction each school day. This time may seem short, but results have shown plainly that those who wish to improve undoubtedly do. Several beginners have been given good speech during the past few years. The speech of more than half of the last senior class improved decidedly during the college course.

Besides this regular drill in speech and speech-reading there are oral classes, numbering from fifteen to twenty in all, in the Sunday-school.

Nearly always there are several students who can understand nothing but speech. Naturally their instructors use it in the classroom for their benefit.

In dividing large classes into sections the best lip-readers are put together, and as much work in speech is done as is fair to others in the same class who get little from it. Every year there are several students who ask practically all their questions and make many of their recitations orally.

Those students in the College who have a real desire to improve their speech and speech-reading during their course can do it—the opportunity is theirs.

Discussion.

Dr. GALLAUDET. I wish to add this to what Professor Hall has said, that during all the years that we have carried on work in speech in the College and received pupils from the oral schools, I have never had any complaint that the power of speech of those oral pupils has deteriorated.

Dr. CROUTER. I wish to bear testimony to the excellent training in speech that is given to the students in Gallaudet College and to their proficiency. Not long ago one of the College students, once in our school, called at our home during the summer. He was a boy who was born deaf and

Conversation there will be many words whose very existence could only be told by the context. As ability to hear increases, increase distance between pupil and teacher, always using old material for drill, but introducing new to avoid monotony. Make the lesson interesting. If you are able to enter into the spirit of children's joys, sorrows, play, and work, you will find no end of topics which may be discussed with them during this lesson; but you must be quick enough to construct your own questions and answers out of sounds with which they are familiar, bringing in just the right number of new ones. Herein lies the secret of your success, even with older pupils. You will be surprised how rapidly ability to hear at increased distance will develop. The pupil's mind is in a receptive mood; he wants to hear what you are going to say; and what you teach at such a time will never be forgotten. There is, of course, a limit of distance beyond which you cannot go, but do not be misled into believing that the first halting place is that point. For days I have worked, never increasing the distance at all, only to be surprised on some occasion by the pupil's sudden ability to hear when perhaps fully a foot farther away than on the preceding day.

Summing up the results of this first drill, we have:

I. Pupil hears at greater distance than at commencement of work.

II. He hears more words, etc. (Sentences are generally heard best), and

III. He can hear *new* sounds on which he has *never* been drilled.

At this point a noticeable peculiarity is found. Conversation carried on in a different key than that of the drill work cannot be heard. We must start on drill II, beginning all over again with the aim of making the pupil hear those tones also. A weary, dreary process, you say? Nay, far from it, if we must judge from results. What do we find

after a few weeks? All tones *between* those used in drills I and II can be heard at various distances between limits of distance reached by these respective drills. Thus we have improved ability to hear not only higher or lower tones, but all intermediate tones. All this with the human voice. What is our gain? I. Pupils hear conversation, with or without using lip-reading in conjunction with hearing (according to case). II. Articulation is vastly improved; and III. That hardest of all things, good accent, is gained. Add to this the enjoyment of music, the real pleasure of hearing notes never before heard, and I feel sure that all will agree that fifteen minutes of our precious school day could not be spent to greater advantage, and that the scope of the work is broad, even though its limitations must be admitted.

Among these we find that conversation depending upon hearing can seldom be carried on with more than one person at a time, and that the modifications previously alluded to have a strong bearing upon ultimate success. * * *

Under Class B we have added difficulties to overcome, as some of the pupils may be totally deaf. For this class I have used musical instruments, the human voice, acousticon, bells, etc., first, to call attention to sound itself and to number of beats, *then* to teach pupils to *distinguish between* these sounds. After this the teacher may proceed to teach difference in pitch, etc. Of course, we shall find our progress far slower, with only two possible results: I, Pupils' ability to pitch voice in a good key. II, To accent words properly. If only this be accomplished, two great hills have been climbed by both teacher and pupil, from the summits of which may be seen a fairly direct and less troublesome road toward the acquisition of intelligible speech.

Dr. Gallaudet introduced Professor J. Y. JOYNER, Superintendent of Public Education of North Carolina. He

spoke for a few minutes to the Convention, wishing it God-speed and expressing his faith that its members are engaged in a truly educational work, to be ranked with that of any part of the system of developing citizens of the highest type. In closing he said:

"I am glad that this work has come to rest upon that great foundation, that eternal principle upon which all public education rests—equal opportunities to all; the right, the Divine right, of every child born into this world to have a chance to make everything possible of himself through his God-given faculties; the deaf as well as the hearing, the blind as well as the seeing."

Miss ENFIELD JOINER now read a paper on

LETTERS AND JOURNALS IN THE FIRST AND SECOND YEARS OF ORAL INSTRUCTION.

In my short discussion of this subject I think it will be easier for me to speak directly of the work done by a class in their first and second years in the Alabama school—of the mistakes we tried not to make, and of the results we hope to attain. It has been my experience in teaching the deaf, that the most important thing is to know exactly what you want to teach and why you want to teach it; and that the next most important is to know what you want to avoid and why you want to avoid it.

Therefore, the teacher of a beginning class, in every branch of her work, articulation, speech-reading, or original language work, must needs look ahead some three or four or five years, lest with the best intentions in the world she teach something which later on must be untaught. The builder of a house must lay his foundation according to the design of his superstructure. I think this is very true of original language work. In the fourth and fifth, perhaps even the third year, we wonder why our letters and

journals seem so full of mistakes, so uninteresting, so lacking in sequence. In the first and second years, the journals and letters are so short that often the defects I have mentioned are not noticeable—nevertheless, nearly always they are there, ready to develop as the use of language increases.

Of course, the first months of the class of which I speak spent in school were given up almost wholly to sense training, primary articulation work, speech-reading of names and commands, tracing written elements and combinations of elements. Time work with the calendar was begun after Thanksgiving and the first verb was given about a week before Christmas. The verbs I gave were the conventional verbs "ran," "hopped," and "fell." After they knew those three well, I began with the verbs of every-day life and gave "gave," not in the sense of passing something but of giving. The very next day after I taught "gave" we had our first journal. One of the boys came to school and announced, "A boy gave a knife to me," and I had only to point to the calendar to get "yesterday." Of course, that wonderful item of news was repeated and finally written in the five columns by each member of the class. So it happened that our first journal was what I wanted it to be—spontaneous.

The lack of spontaneity seems to me to be one of the chief faults of more advanced journal work. I think that one reason that this is true is that too often in the first and second years, the teacher goes through the journal period *daily*, just as she goes through her lip-reading, number, and articulation periods, and that the children write mechanically, whether there's any thing to write about or not. In this way, news or journal becomes merely a matter of form and a question of pages.

Another reason for the lack of spontaneity is the humdrum forms which we drill into our children. Take for

instance, the customary beginning journal form—"To-day is Tuesday," followed perhaps by "It is raining." Perhaps it's heresy in pedagogy for me to use this as an illustration, but I want to ask, What is the use in relating morning after morning such obvious facts as "To-day is Tuesday, it is clear," or "To-day is Friday, it is cloudy"? Hearing people do not sit around and say to each other "To-day is Thursday," though I will admit that sometimes comments on the weather are conversational necessities. An opening form like that *may* make the journal seem a little more complete and its use may seem a very unimportant matter, but there's a principle involved—especially if you call the relation of recent events *news*. Are you not teaching the class, in that small way, to tell something which everybody knows and which is, to say the least, uninteresting? Forms like that are very apt to creep into original language, and it often happens that to half the class they are mere forms and absolutely meaningless.

Take the first-year letter form, "Dear mother and father, I am well and happy." I am afraid that in the last two years every member of my class has been guilty of saying, "I am well and happy," and half a dozen lines below, writing, "I am very sick to-day. Miss —— gave some medicine to me last night." The other day a teacher told me that a child, coming into her class from another school, began her letter with "I am contented," and when she asked her what "contented" meant, said, "I do not know. My teacher told me to write that." And I've often known fourth and fifth year children to write to friends and sign themselves, "Your loving son." Why throw stumbling-blocks, even if they are small, in the way of the children? Why not teach them to go straight to the point, and to tell what they want to tell, without making any beginning?

An experiment I tried with the first year's work was giv-

Soon after the beginning of the second year I let the class write individual letters. We began paragraphing at that time according to subject. For a long time, in writing class news on the wall slates, we ruled the slates after each paragraph, then we began to use brackets for the sake of convenience, and very soon the children began to use brackets in their individual work. Even with the subject paragraph I adhered strictly to keeping the time phrases in order. For instance, if something that happened Saturday morning were told, and then after a while something that happened Friday afternoon were remembered, Saturday morning's paragraph was marked 2 and Friday afternoon's 1.

The class of which I speak found paragraphing easy and I found it a great help in keeping the language straight.

I have not touched on that *sine qua non* of a good journal—straight language. Everything, without exception, should be written in the five slates. All our individual letters were written on double-ruled paper, vertically ruled according to the five-slate method. Occasionally the children wrote letters on unruled slates, that is, on slates not ruled according to the five-slate method, but I am sure they *thought* according to the five slates, because I noticed no difference in the language.

Given the five slates, the spoken form before the written form, never-failing carefulness on the part of both teacher and child, and I think the language will be, I am afraid to say, very good, because so often even the almost perfect are imperfect.

I think it's a good idea to introduce as much variety as possible into the news or journal period. One morning have it written on the wall slates, another on paper, another on individual slates, but nearly always, if not always in the first year, *spoken* first. Sometimes I tell all the news myself. It is the easiest of all speech-reading exercises. In

the second year the children often asked me questions, then wrote what I told.

Good journals and good letters are the results of careful, painstaking planning on the part of the teacher, and of careful, painstaking work on the part of the child. And in order to do careful planning and painstaking work both teacher and child *must, must* have, the more the better, enthusiasm.

Discussion.

MR. JONES. Mr. Chairman, I want to express my appreciation of the points this paper contains. I am sorry that all of the teachers could not have been here to hear it.

MISS STEPHENSON. I wish to ask Miss Joiner if the letters that the children write are sent home uncorrected?

MISS JOINER. I correct their letters and allow them to copy them.

DR. BURT. I think it is only fair to the institution and the children themselves, when the child is allowed to write a letter home, that the child should write the whole note.

MR. BOOTH. I wish to express my personal gratification at hearing the paper read by Miss Joiner. It seems to me that that paper marks a high stage which the education of the deaf has reached in this country, in its spirit and its contents.

I want to call the attention of the members to that thought that the child's welfare is of greater importance than the advancement of our methods. The old way of teaching was to teach language as an end, and almost entirely as an end. It was machine work from morning until night. Exercises, memorizing history, geography, and all through, the work was drilled into the child, it was a task to the child. Note the new school, which teaches that language should be alive to the little child, alive from the first day of his entrance into school, and that no language

should be introduced that has not the element of vitality. The child shall have the power of speech because it has life in it. The thought of this paper is that the language that is used in the schoolroom shall be alive, and always alive from the first year and thereafter.

The day is too full of occasions for the use of real language, live language, for the teacher to be compelled to resort to dead formal drill instruction. I do not mean to say there should be no formal drill, that there should not be a bit of that, but the teacher will vitalize that at every stage of the child's progress. And we should have not only the shadow of the language, but the substance as well, which is the soul. And the child gets from the beginning the thought that the language is used always to communicate his thought to another who has not that thought, or to gain the other's thought from the form of the expression that he uses. He gets that as the primary factor, the primary quality of language. And I congratulate the young lady and I congratulate this Convention that we have that paper before us, as I believe it marks a stage of progress.

The meeting adjourned till half past two. At this time an Ohio pupil, KREIGH B. AYERS, drew on the blackboard a sketch of a dynamo with a circuit of lights, switch-board, etc. He was asked to explain the drawing, which he did orally. He then answered successfully a list of questions on electricity just prepared by one of the visiting superintendents. Superintendent JONES explained that the boy had picked up this information almost entirely himself. He has made a dynamo with which he lights his own home, and has shown such a liking for electrical work that he has been turned over to the school electrician to make the most of his time out of school in advancing along the way his talent leads him.

THE PRESIDENT. The next exhibit will show some work that Leslie Oren can do, with his teacher Miss Ada Lyon.

MISS LYON. I will give Leslie a little articulation first, because that is a thing that he detests above all things, and I think the sooner we get through that the better.

Leslie read correctly from the lips the following:

"I am glad to see you. I love you, Miss Lyon. I cannot see the sun. I can feel the sun. The sun is hot. I like to eat chicken."

MISS LYON. There is but little that we can do here that is interesting, because we have not his typewriter or "braille writer." I got some boys to bring me some leaves to the house this morning, and I will show you how he can tell the difference.

(At this point Miss Lyon asked Leslie the names of the twigs of a dozen varieties of forest trees, such as poplar, black-oak, hemlock, etc.) and he gave them all correctly.

MISS LYON. A number of these leaves I did not know myself, except as I was told their names by the boys who brought them to me, and at the noon recess I gave each twig to Leslie and told him the name.

The pupil was then asked the following questions:

Q. Where are you? A. In Mr. Goodwin's chapel.

Q. Who is Mr. Goodwin?

A. Mr. Goodwin watches over and keeps the deaf boys and girls in the North Carolina school.

Q. What is to-day? A. Thursday evening.

Q. What was yesterday? A. Wednesday, July 12th.

Q. What was last month? A. June.

Q. What will next month be? A. August.

Q. When did you start to Morganton?

A. I started to Morganton Thursday.

Q. Why did you not come to Morganton Thursday night?

A. I did not come to Morganton Thursday night because the train ran away, because we were late.

Q. Where did you stay all night Thursday night?

A. I staid all night in Cincinnati in a hotel.

Q. What is the name of that hotel? A. The Grand.

Q. What road did you come on?

A. I came on the Queen & Crescent road.

Q. Were there many curves? A. Yes.

Q. Were there many tunnels? A. Yes.

Q. How many were there? A. Thirty-seven.

Q. How many States did you pass through?

A. Kentucky, Tennessee, and North Carolina.

MR. JONES. This pupil had spinal meningitis when two and a half years old, and came to school when he was five years old, and has been there six years.

Dr. CROUTER. How does he distinguish night from day?

Miss LYON. I don't know; he does it by intuition.

(The pupil was then asked whether it was day or night, and he answered "Day." When asked how he knew he replied that he had had his breakfast and his dinner and had waited about three hours for supper.)

Mr. BOOTH. Ask him what next Sunday will be.

The Pupil. Next Sunday will be July 16th.

Mr. TATE. When he is thinking, does he spell on his fingers?

Miss LYON. He does sometimes, but very rarely. He spells and thinks both, and occasionally he talks aloud to himself. He seems to be amusing himself with speech.

Q. How many races are there?

A. There are five races.

Q. Name them. A. The Red, or Indian; the White, or Caucasian; the Yellow, or Japanese; and the Black, or Negro.

Q. Where do the Japanese live?

A. The Japanese live in the far-away East, in the Pacific Ocean.

Dr. CROUTER. Does he know whether this is morning or afternoon?

Q. Is this Thursday morning? A. This is Thursday afternoon.

Mr. TAYLOR. Does he have any idea of the time of day?

Miss LYON. If I leave him in the office until a little after four o'clock, the hour for his recess, he will dismiss himself.

Mr. TAYLOR. Does he have any idea of space?

Mr. JONES. Yes, all blind people have.

Mrs. J. SCOTT ANDERSON gave a short exhibition of auricular work with a young pupil of the North Carolina School, who had not heard articulate sounds before the day previous. She worked on him with the acousticon and he was able to catch the difference between "one" "two" and "three" with some difficulty in a few instances.

Mrs. Anderson said that most teachers expect too much of the acousticon, but that she had found it of great value in several cases in improving the speech.

A paper (here abridged) was then presented by Mr. H. LORRAINE TRACY on

SCHOOL MUSEUMS.

He laid the failure of many pupils to improve to the lack of exact knowledge of the subjects they are studying, and urged the value of the museum in making lessons seem real and alive. He suggested an exchange of materials between different institutions as a simple way of expanding collections of exhibits. The correlation of occupations can be most easily shown by means of collections in a museum, he said, and every school would make its work more alive by having one.

Discussion.

Mr. W. O. CONNOR described the collection he has made in the Georgia School. He advised the careful labelling of all exhibits with the common name. He said he believed the collection very useful.

Mr. S. T. WALKER. I am very much in favor of the museum, and think it is a practical side of our school work.

Dr. DOBYNS. We have something of the same kind. The trustees seemed to appreciate the fact that there ought to be in the school for the deaf a place to collect, not curios, but object lessons, and in the new building that has been erected there is a room forty feet wide and a hundred feet long, set apart as a museum. There are twelve alcoves and the alcoves are twelve feet deep and about twelve feet wide. These alcoves are to be filled with something like patent bookcases, and in these we propose to collect every object possible.

Peter Henderson, of New York, has presented to the museum a small box of seeds, of every kind of seed that that company handles. These are placed in that museum and so placed that any teacher wanting any particular kind of grain can get it. The Legislature appropriates \$250.00 each year to support this museum, and we have a librarian, who presides over the library and the museum, and I hope the day is not distant when we will have to have another person to preside over the museum.

Mr. JONES. Do your teachers take much interest in the museum?

Dr. DOBYNS. Yes, they draw on it every day now. We think that the object is better than the drawing, and I have the teachers every year constantly give me a list of what should go into that museum. Whenever anything comes up that we have not they put it on the list and I get it.

Mr. T. P. CLARKE. On that museum question I had a

little practical experience, along a very much cheaper line than Dr. Dobyns. In the year 1895, I visited the east coast of North Carolina, and I gathered, while there, a hand-satchel full of shells and curios. These I took back to our Michigan School for the benefit of our children and commenced writing little articles in the *Michigan Mirror* every once in a while, asking that some little thing be given. After a while we had a very large case full and when we moved over into the new building, I had a large case built along the whole of the side of our school building. I don't think I spent fifty cents on that collection, but I spent more than fifty dollars' worth of time, and coaxed more than fifty dollars' worth of time from friends, and now the Michigan teachers often come and borrow those things. I am going to have in each one of our schoolrooms one of those cases. If you get up the interest, you can get the things without money.

After a little further discussion, during which it was suggested that exhibits should be accompanied by a short descriptive article and so arranged as to show geographical distribution, the meeting adjourned till 8.30 P. M., the time set apart for the regular business session.

Business Session.

The first important matter brought up at the business session was the report of the Executive Committee. This showed the finances of the Convention to be in an excellent condition. Considerable space was devoted to the work of the Committee in connection with the Model School for the Deaf at the St. Louis Exposition, and much credit was given to the Superintendent, Mr. Alvin E. Pope, for his able management of the School.

Resolutions were adopted thanking Dr. Charles D. McIver for his address; to the Board of Trustees of the North Carolina School for their royal welcome; to Lieu-

tenant Governor Winston, Hon. B. R. Lacey, and Hon. J. Y. Joyner for their words of help and their interest in the education of the deaf; and to all the officers and teachers of the North Carolina School for their kindness and courtesy.

The following resolution, offered by Dr. DOBYNS, was also adopted:

Resolved, by the American Convention of Instructors of the Deaf, assembled in the Seventeenth Triennial Meeting at Morganton, North Carolina, July 8-15, 1905:

First. That the deaf youth of our land unquestionably deserve and are lawfully entitled to the same educational care and advantages as their more fortunate hearing-speaking brothers and sisters; and that this education, the constitutional duty of the State, should be accorded them by the State as a matter of right, not of charity, recognized by and standing in law, as it is in fact, a part of the common school system.

Second. That it is the sense of this Convention that justice to the cause of education of the deaf demands that merit alone should be the only standard recognized in the appointment and retention of those in charge of schools for the deaf; and that the interests of the deaf child are too sacred and important to be trifled with for the sake of personal aggrandizement or political or factional preferment, which, without a single exception, results in demoralization and retrogression.

Third. That the principles recently set forth by Governor J. Frank Hanly, of Indiana, in his inaugural address, that the people of Indiana demanded wholesome and efficient services in her public institutions and State schools and that under his supervision they would be governed by merit alone irrespective of all other considerations, efficient administration insuring retention in office and broader scope to the cause, be heartily endorsed and commended to all having executive power and control over our State schools for the deaf.

The following officers were elected for the coming two years :

President—Dr. E. M. GALLAUDET.

Vice-President—Mr. E. McK. GOODWIN.

Secretary—Dr. J. R. DOBYNS.

Treasurer—Mr. J. L. SMITH.

Directors—Mrs. SYLVIA C. BALIS, Mr. J. W. BLATTNER, and Mr. W. K. ARGO.

Chairmen of Committees were elected as follows:

Normal.—Mr. J. W. JONES.

Oral.—Mrs. A. C. HURD.

Auricular—Mr. ENOCH HENRY CURRIER.

Kindergarten—Mr. R. O. JOHNSON.

Industrial—Mr. WARREN ROBINSON.

Art—Mr. W. A. JORDAN.

Eastern Local—Mr. W. N. BURT.

Western Local—Mr. H. C. HAMMOND.

Southern Local—Mr. W. O. CONNOR.

It was voted to accept the invitation of the Board of Trustees of the Utah school, extended through Superintendent F. R. Driggs, to hold the next meeting of the Convention at Ogden in 1907.

The meeting then adjourned.

Mr. and Mrs. Goodwin tendered a very pleasant reception to the superintendents and principals and their wives after the adjournment of the meeting.

The orchestra, which had been in attendance since Monday, played for the last time in the assembly hall, and there were a couple of hours of dancing before the clock struck twelve and the Seventeenth Meeting of the Convention of American Instructors of the Deaf seemed really over.

The meeting was decidedly successful. There can be no doubt that an institution where all visitors can be accommodated comfortably, as was the case at Morganton, is almost essential to success. Weather makes little difference then; other attractions do not tempt visitors to neglect business; closer contact is made possible for all, and more friendly feeling is developed in such a meeting place.

The discussions of the papers were generally lively and interesting, but one thing is to be hoped for at future meetings, and that is more active participation in the discussion by the younger teachers. This meeting (and perhaps it

may be said of others) seemed a good deal like a Conference of Superintendents and Principals as far as discussions went. It is to be hoped that in Ogden the younger element may show more courage in presenting their opinions.

A feature of the meeting that was of great value was the exhibition of actual class work every day. Such displays often give more help to the learner than all the papers and discussions put together. Great credit is due to Mr. Jones, of Ohio, for bringing pupils to take part in these exhibitions.

It was a great pleasure to all to have Mr. William Wade present with a number of his deaf-blind protégés. All felt his kindness in many ways and the only gloom that was cast over the meeting was due to a severe illness that came upon him suddenly. He was able, however, to be about and as kind as ever before the end came.

The addresses of Dr. McIver and other visitors were a pleasant and inspiring feature of the meeting, one that should not be forgotten in the future. Every word which tends to make the education of the deaf part of the great educational scheme of the country is helpful.

But the most noteworthy feature of the Seventeenth Meeting of the Convention of American Instructors of the Deaf, one that is, after all, worth more than anything else to the cause of education of the deaf, was the feeling of friendship and harmony that pervaded the atmosphere during the whole period. There were differences of opinion, it is true; they are to be desired. But the whole spirit of the meeting was for fairness, for sanity, and for progress.

PERCIVAL HALL,
Professor in Gallaudet College, Washington, D. C.

NOTICES OF PUBLICATIONS.

BOYER, AUGUSTE. *Le Français par l'Image*, 600 gravures, pour le *tout premier* enseignement du langage oral et écrit [French through Pictures, 600 engravings, for the *very first* instruction in oral and written language]. Second edition. Paris: Ch. Delagrave, 15 rue Soufflot. 1905.

The first edition of Mr. Boyer's work was noticed in the May number of the *Annals*. The second edition contains some improvements; several of the engravings have been changed for the better. The publishers renew their offer of the discount mentioned in the May *Annals*. We are informed that several heads of American schools have already ordered copies.

ELLIOTT, RICHARD, L. H. D. *A Series of Questions on Common Subjects, intended as a Help to the Acquirement of Familiar and Colloquial Language by the Deaf*. Margate: 1905. 12mo., pp. 40.

The title of this little manual explains its character. Its purpose is to supply the deaf with the familiar forms of common conversation which hearing children acquire intuitively in childhood, but which the deaf, even after years in school, often fail to master. The subjects of conversation relate to every-day life, as "School," "Home," "Meals," "Play," "Work," "Going to Bed and Getting up," "Health," "Weather," "Clothing," etc.

The lessons are divided into two parts. The first part consists of a few very simple questions. The second part takes up the same subjects and enlarges upon them. For instance, concerning "Home," there are ten questions in the first part and seventy in the second part. Where the answers to the questions are not obvious, they are indicated in brackets. Many idioms are introduced and attention is directed to them by the use of italics. Altogether nearly a thousand questions are given.

The questions and answers may be used either orally or manually, and the book will be found serviceable in the home, at school, and in after life.

FERRERI, GIULIO. *Lo Sviluppo dell' Intelligenza nella privazione simultanea della vista e dell' udito* [The Development of the Intelligence in the simultaneous deprivation of sight and hearing]. Roma: Giovanni Balbi. 1905. 8vo., pp. 14.

This is a paper read before the Fifth International Congress of Psychology held at Rome in April last. In it Mr. Ferreri corrects some of the exaggerated statements concerning Helen Keller's powers and attainments that have been circulated in the newspapers of Europe as well as America, and shows, as he is able to do from the intimate personal acquaintance he formed with her while teaching her Italian, just what she has accomplished and how she did it. Her remarkable mastery of the English language he ascribes chiefly to the excellent manner in which Herbart's principles of pedagogy were carried out in her early instruction.

FITZPATRICK, FLORENCE BAILLIE. *A Life of Christ for Children.* Philadelphia: The Westminster Press. 1905. 12mo., pp. 170.

Mrs. Fitzpatrick is an instructor in the Pennsylvania Institution, and these sixty-nine lessons on the Life of Christ were prepared for the pupils of that Institution. They begin with six lessons on the period intervening between the Old and New Testament narratives and are brought down to the time of the conversion of Saul. They give the main incidents in the Life of Christ as narrated in the New Testament, together with some of his parables and other teachings. There are references to the chapters and verses of the New Testament where the pupil may find the original story, thus making the book an introduction to the reading of the Bible and not, as is the case with too many text-books, a substitute for it. The style is clear and simple; the paper, print, and binding are good; and there are numerous excellent illustrations copied from well known masterpieces. The price is fifty cents, but the publishers offer reduced rates to schools ordering a number of copies.

THOLLON, B. *La Méthode Orale pour l'Instruction des Sourds-Muets. Ni Méthode mixte ni Méthode orale-pure* [The Oral Method for the Instruction of Deaf-Mutes. Neither the Combined nor the Pure-Oral Method]. Paris : Institution Nationale des Sourds-Muets. 1905. 8vo., pp. 40.

Mr. Thollon, an instructor in the National Institution at Paris, defines the oral method as that in which speech and writing are used simultaneously in imparting the first language instruction to deaf children, the pure-oral method as that in which speech alone is employed, and the combined method as that in which signs and writing are used.

His objection to the pure-oral method is that it is impossible by its use to discriminate among the numerous homophenes of spoken language, and he condemns the combined method on the ground that it tends to make the sign language and not the national language the pupils' ordinary medium of thought and expression. The manual alphabet he considers less objectionable than signs, but he thinks its greater facility of acquisition renders it a too dangerous rival of speech.

The written form of the word, on the other hand, taught simultaneously with its spoken form, he maintains is a help and not a hindrance to speech, for it makes clear, as speech alone cannot, the exact word that is to be taught. By this method, according to Mr. Thollon's clear and forcible argument, the pupil receives into his mind at the same time the meaning of the word, its spoken form, and its written form, and thanks to a repetition intentionally incited he engraves in his memory a group of four closely associated elements, viz., an idea, a visible form, a visible written form, and a motor picture of articulation. Then if the teacher, in his future instruction, explains, commands, questions, praises, reprimands, etc., by the aid of known words, speech and speech-reading will become means of communication sufficiently convenient and certain to be preferred to all others. Pupils thus taught will speak well if the mechanism of speech is carefully taught and if this instruction is continued to the end of the course. They will read the lips well if they are intelligent, and if they acquire a sufficiently extended knowledge of language.

REPORTS OF SCHOOLS: (published in 1904) *New South Wales*, *North Dakota*; (published in 1905), *American, Jews' Home* (London, England), *Lyons* (France), *Montana*, *Perkins*, *Pennsylvania* (for the Blind), *Royal Cambrian* (Swansea, Wales).

SCHOOL ITEMS.

Alabama School.—Miss Mary M. Whitney succeeds Miss Sarah K. Irvine, who goes to the Pennsylvania Institution, and Mr. J. M. Robertson, a student of Gallaudet College, succeeds Mr. A. F. Wood in the negro school. The carpenter and cabinet shops known as "Wilson Shop," were destroyed by fire July 9. A larger and better plant now building will be more completely equipped in every respect.

Buenos Aires Institution for Girls.—A course of "ortofonia" has been annexed to this Institution for the correction of the defects and errors of pronunciation of hearing children who attend common schools. The course is carried on under the direction of Miss Maria Ana McCotter, Directress, and the instruction is given by the teachers of the Institution.

Colorado School.—Miss Olga Gebhart has resigned for a year's vacation in Europe. Her place is filled by Miss Katherine E. Barry, late Principal of the Cleveland Day-School, who takes charge of the Oral Department. Mr. G. W. Veditz has resigned. Miss Josie May McGoodwin, trained at the Clarke School, has been appointed teacher.

Columbia Institution.—An extensive central heating and electric-lighting plant has been introduced under the direction of Mr. Isaac Allison, E. E., Instructor in Engineering in Gallaudet College.

Miss Bertha G. Paterson, of the Kendall School, has resigned to be married to Mr. Charles G. Bond, of New York.

The colored children of the District of Columbia, hitherto instructed in the Kendall School, have now been transferred to the Maryland School at Baltimore.

At the last commencement of Gallaudet College the following degrees were conferred in course: Master of Arts: Winfield S. Runde and Ezra C. Wyand, graduates of Gallaudet College, and Henry August Quitmeyer, Nellie Nichol, and Mary Eugenia Thornton, Normal Fellows. Bachelor of Arts: Anna West Allen, George Brown, Paul Henry Erd, Helen Eldredge Fish, Edward Hume Garrett, Charlotte Emma Hall, William Stanley Hunter, Otto Credon Meunier, Emma Gertrude Morse, Oliver Clyde Stevens, and Lillian Swift. Mr. Howard Edgar Thompson and Mrs. Annie Rebecca Kiesel received normal certificates.

The address to the candidates for degrees on Presentation Day was given by Gen. A. W. Greely, Chief Signal Officer of the United States Army.

President Gallaudet has gone to Germany to take part in the exercises at the unveiling of the Hill Memorial at Weissenfels, September 29.

Florida School.—Miss Sadie Lillard has resigned to teach in the Montana School, and Miss Pattie Thomason to teach in the South Carolina Institution. Mr. W. E. Pope has resigned as Instructor of Printing to accept a position at his trade in Jacksonville, Fla. Miss Mary MacNamar, for five years a teacher in the Nebraska Institute, has been appointed teacher, and Mr. Ernest J. Hendricks, B. A., a Gallaudet graduate of 1904, instructor of printing and boys' supervisor.

The legal title of the head of the School has been changed from Principal to Superintendent.

The School was placed by the last legislature under a general board of control, appointed by the governor. The board has five members, and manages the University of Florida for boys, the State College for girls, and the Normal and Industrial Negro College. One effect of this bill was to defeat the passage of a special bill for new buildings for this School. The bill passed the Senate with only one adverse vote, and was reported favorably in the House, but too late to be passed. Since the legislature adjourned the School has been permanently located at St. Augustine. The Board of Trade has agreed to donate a beautiful tract of land adjoining

the present holding for new buildings. These cannot be erected till the legislature of 1907 meets and makes the necessary appropriation.

Fothergill Hall.—Miss Clara L. Bell, an experienced teacher, formerly of the Institution for Improved Instruction, New York, and more recently of the American School at Hartford, will open a private oral school at Williamstown, Massachusetts, October 3d. The circular of announcement presents attractive views of the building and grounds.

Georgia School.—Mr. A. C. Manning has resigned to teach in the Pennsylvania Institution. Mr. H. E. Thompson, a normal student last year at Gallaudet College, and Miss Anna W. Allen, B. A., a graduate of this School and of Gallaudet College, are appointed teachers.

Illinois School.—Miss Grace R. Lochhead, a valued and beloved teacher, died at her home in Flint, Michigan, August 27, 1905, aged thirty. She was born in Flint and was a graduate of the Flint High School. She taught in the Michigan School from 1892 until three years ago, when she came to Illinois and taught until last May.

Indiana Institution.—The commission for the purchase of a new site has bought a desirable tract of 77 acres a short distance outside the city limits. Plans have been made for the erection of twenty-two fire-proof buildings, including school-house, chapel and gymnasium, six dormitories, dining-rooms and kitchen, hospital, industrial buildings, etc. About \$280,000 is available for the construction of these buildings.

Institution for Improved Instruction, New York.—Miss Carrie E. Freck has resigned to be married. Miss Katherine B. Kidder, of the Mystic Oral School, has been appointed to succeed her.

Iowa School.—Miss Caroline R. Smith, head teacher of the Oral Department, has resigned to return to the Pennsylvania Institution, Miss Mary M. Whitney to teach in the Alabama School, and Mr. Ezra S. Henne to teach in the Illinois School. Miss Florence Wilcoxson is promoted to be head teacher of the Oral Department. Miss Marie M. White, of the Amer-

ican School at Hartford, and Miss Josephine Bennett, of Fulton, Missouri, are appointed to fill vacancies. Mrs. Elizabeth Bandle, of Saugatuck, Michigan, is appointed teacher of drawing in place of Miss Luella Fowler, resigned. The remaining members of the corps of teachers are reappointed at increased salaries.

Kentucky School.—Mr. Edward S. Tillinghast, for several years a teacher in the manual department, has resigned to accept the position of head teacher in the School for the Deaf at Vancouver, Washington, and Miss Elise Engleman, supervisor of small boys, has resigned to teach in the Minnesota School. Miss Nannie Gentry, of Danville, has been appointed to succeed Miss Engleman. During the vacation Miss Jennie Lee and Miss Josephine Engleman, teachers in the Oral Department, attended the normal course at the Clarke Institution.

Louisiana Institute.—The following teachers have resigned: Miss Frances Holloway, Miss Julia Ripley, Miss Estelle Pitts, teacher of cooking, and Mrs. Ida Austin. Miss Clara L. Finlay will not return. New teachers for the coming year are Miss Augusta Harman, of the Western Pennsylvania Institution, Miss Mary Eugenia Thornton, M. A., a graduate of the Normal Department of Gallaudet College, and Mr. Edward H. Garrett, B. A., a graduate of Gallaudet College. Miss Elizabeth Hinshman, of New Orleans, a graduate of the Boston Cooking School, will have charge of the culinary department and also teach the regular classes in cooking. An art department will be established, preliminary lessons in drawing to be given by Miss Thornton.

Maryland School.—Miss Hermine Haupt, of the North Carolina School, has been appointed teacher in place of Miss Mary P. Tucker, resigned, and Miss Mary Tillinghast, of the Florida School, in place of Miss R. R. Harris, resigned. Miss Margaret P. Maywood, of the Milwaukee School, has been added to the corps of teachers. Miss E. Frances Hancock has been made supervising teacher of speech and lip-reading.

Maryland School for Colored.—Mrs. Maud H. Langstroth has been added to the corps of teachers and will give instruction principally by the oral method. She is a graduate of Boston University, taught in the common schools of Maine and Massachusetts for a number of years, and last year assisted Mr. Bledsoe in the instruction of a private pupil. Last summer she took the course of training offered by Mrs. Monro in Boston.

Miss Grace A. Rogers, for more than ten years oral teacher in this school, died August 17, 1905, from the effects of an operation for appendicitis performed about a week previous. Miss Rogers received her training at the Maryland School at Frederick, and was a very successful teacher, having the love and respect of all who knew her. In her death the School has sustained a loss which it will be hard to make good.

Montana School.—Miss Emily E. Sauter, teacher in the oral department and instructor in physical culture for the past two years, has resigned to teach in the Pennsylvania Institution, and Miss Martha Menefee, who has had charge of the primary class and been instructor in art for the past year, has resigned to spend the year at home. Miss Sauter's place has been filled by the appointment of Miss Sadie Lillard, of the Florida School, and Miss Menefee's by the appointment of Miss M. Eva Haggard, who was trained by Miss Emma R. Thompson of the Pennsylvania Institution.

A new building for manual training, kitchen, and gymnastics is nearly completed.

Nebraska School.—Miss Edyth Ross, of the Kansas School, Miss Marion E. Finch, of the South Dakota School, Mrs. Linda K. Miller, of the Central New York Institution, Miss Nellie Nichol, M. A., a Normal Fellow of Gallaudet College, and Miss Emma Anderson, who has had experience in common schools, have been appointed teachers in place of Miss Mary MacNamar, Miss Nannie C. Orr, Miss May Autenrieth, and Miss Ota B. Crawford. Miss Autenrieth and Miss Crawford resigned to be married, the latter to Mr. Lloyd Blankenship, teacher of art in this School.

New Mexico School.—This School, which has been closed for several years, reopens September 15th under the direction of Mr. Lars M. Larson, who has been reappointed Superintendent. The School occupies its new building, which is now finished.

New York Institution.—Rev. George E. Day, D. D., a former instructor in this Institution, died at his home in New Haven, Connecticut, July 2, 1905, aged 90. Professor Day was born in Pittsfield, Massachusetts, March 19, 1815. He was graduated at Yale in the class of 1833, at the age of eighteen. He immediately accepted an appointment as instructor in the New York Institution and remained there until 1835, when he resigned to devote his whole time to the theological study he had already begun in the Union Seminary in New York. In 1836 he was called back to Yale to become an instructor in sacred literature. This duty he performed until 1840. Then he was minister of the Congregational Church in Marlboro, Massachusetts, for seven or eight years, and after that for fifteen years professor of Biblical literature in Lane Theological Seminary. In 1866 he was appointed Holmes Professor of the Hebrew language and literature at Yale and actively filled that professorship until 1891, when he became emeritus professor.

Professor Day was the last survivor of the remarkable group of illustrious men whom the elder Dr. Peet gathered about him in the New York Institution during the third decade of the last century, including Léon Vaïsse, John R. Burnet, David E. Bartlett, F. A. P. Barnard, Samuel R. Brown, J. Addison Cary, Barnabas M. Fay, John R. Keep, John H. Pettingill, Andrew L. Stone, Jacob Van Nostrand, and Aaron L. Chapin. Of these men two afterwards became college presidents and three distinguished clergymen, while the remaining eight, including five who became principals of schools, continued to devote their lives to the work of teaching the deaf. Professor Day, as chairman of the American branch of the committee that revised the English translation of the Bible twenty years ago and as a contributor to Smith's Bible Dictionary and other standard works on sacred subjects, was

perhaps the most widely known of them all in Europe and America.

Professor Day never lost his interest in the instruction of the deaf. On two different occasions, while travelling in Europe, several years after he had engaged in other work, he visited a large number of schools for the deaf, studied thoroughly their methods and results, and made elaborate reports to Dr. Peet, which were published by the New York Institution. Still later, when a young man just out of college consulted him as to the desirability of becoming a teacher of the deaf, he strongly advised him to do so and at the same time urged him to make it his life work and not a mere stepping-stone to some other profession. He added this bit of counsel, which may be of value to the young teachers of to-day: "Read everything that has been published in any language relating to the instruction of the deaf and dumb; make yourself *master* of your profession."

North Carolina School (Morganton).—Miss Hermine Haupt has resigned her position in the oral department to teach in the Maryland School. Miss Lucy May Johnson, a graduate of the Thomas Manual Training School of Detroit, Michigan, has been elected to take charge of the primary handicraft department.

North Carolina School (Raleigh).—The last General Assembly changed the legal title of the school to "The State School for the Blind and the Deaf."

North Dakota School.—Miss Ella B. Jewell, late of the Central New York Institution, has been added to the corps of teachers.

Oregon School.—Mr. William S. Hunter, B. A., a graduate of the Michigan School and of Gallaudet College, and Miss Anna L. MacPhail, a graduate of the New York Institution and of Gallaudet College, have been appointed teachers instead of Mr. W. F. Schneider and Miss Ethel Hammond. Miss Candace J. Brown, a graduate of the State Normal College at Monmouth, Oregon, has been added to the teaching staff.

Pennsylvania Institution.—Miss Florence C. McDowell, for many years principal of the Primary Department, has resigned and will retire permanently from the work. To succeed her Miss Emma Ross Thompson, an experienced primary teacher, has been appointed. Other resignations are Mrs. Emma F. [West] Davidson, on account of her marriage to Mr. S. G. Davidson, language teacher in the Advanced Department; Miss Grace Williams, in consequence of her approaching marriage to a resident of Scranton; Miss Stella Stewart, to accept a position in the Illinois School; Miss H. Ruth Griswold, Miss Gertrude Douglas, and Mr. Herbert H. Acheson to enter upon other work. To fill the vacancies created by these resignations, the following have been appointed: Miss Helen G. Throckmorton and Miss Annie E. White, of the Clarke School; Miss Emily E. Sauter, of the Montana School; Miss Sarah Irvine, of the Alabama School; Miss Caroline R. Smith, of the Iowa School; Mr. Arthur C. Manning, M. A., of the Georgia School, and Mr. Arthur L. Russell, for some time connected with the Pennsylvania Institution.

Pennsylvania Oral School.—Miss Brown is enjoying a leave of absence in Europe and Miss Mary Church is Acting Principal during her absence.

Reno Margulies School.—During the summer Mrs. Margulies had several children from her school in a rented house near the water at Nantucket, Massachusetts. Regular school exercises were discontinued, but daily practice in speech was given and the children had a pleasant and profitable summer.

South Australian Institution.—A great gathering of the deaf took place at this Institution on Saturday, July 8, to celebrate the fiftieth birthday of the Superintendent, Mr. S. Johnson, M. A. During the evening Mr. F. J. Martin, an ex-pupil, on behalf of the South Australian Adult Deaf and Dumb Mission, presented Mr. Johnson with a barometer and an address, in the course of which he remarked: "We pray God that you may be long spared to help us with your very kind and wise counsel. We wish to assure you that all of us

greatly esteem and love you, and we feel sure that you love us all, and have the interests of the deaf and dumb near your heart. We desire to thank you for the great interest you have at all times taken in our spiritual, moral, and temporal welfare. You have indeed been a kind, fatherly guide and example to us and a good friend to all. We know that it is owing largely to your very high moral and religious standing and influence that the deaf and dumb of South Australia are so well educated, and have such a beautiful church and institute and farm, and the Brighton Institution. We with a multitude of our hearing friends thank God for giving you to us—a man so full of manly and kindly energy—so lovingly to labor amongst us.”

Mr. A. C. W. Cox, Head Assistant of the Brighton Institution, on behalf of the teachers, presented Mr. Johnson with a hand-bag, and Mr. O. Rogers, head gardener, on behalf of the other employees of the Institution, handed him a case of silver serviette rings. Mr. Johnson, who was taken by surprise, feelingly returned thanks. He stated that he had labored in the interests of the deaf for twenty-nine years, and he was determined to continue in the work as long as God gave him health and strength. It was particularly pleasing and encouraging to him and his assistants to know that the ex-pupils of the school were able to earn such good livelihood, and that the beneficent results of education were so indelibly stamped on their characters.

Interesting addresses were delivered by Messrs. Bostock, Gibson, and Hawkins, deaf gentlemen, and a congratulatory telegram was received from the deaf of Melbourne. Mrs. Johnson provided refreshments for the visitors, and entertained them with games.

South Carolina Institution.—Miss Pattie Thomason, Miss Minnie Lee Cotton, and Miss Margaret Surber have been elected teachers in the Oral Department, in the place of Miss B. C. Anderson, Mrs. M. M. Thackston, and Miss A. Dunn, resigned.

South Dakota School.—Miss Lena B. McNamar, of Shenandoah, Iowa, takes the place of intermediate manual teacher, made vacant by the resignation of Miss Marion E. Finch.

Texas School.—Mr. Paul Martin, Miss Susie Mood, Miss Ethel Hilliard, and Miss M. J. Bones have resigned. Mr. Martin goes to the Washington State School, and the three ladies retire from the work. Miss Lu Emma Raymond, a graduate of the State University and a teacher of several years' experience in the public schools, and Mr. Charles Weyerman, who was educated in the Austin public schools, the State University, and the Southwest Texas Normal, have been added to the corps of teachers. During the summer they were given a special course of training by Mr. Blattner to prepare them to teach the deaf. Other vacancies cannot be filled at present, and the school is seriously hampered in its work in several directions owing to the unwise action of the last legislature, which shaved down salaries and diminished the number of teachers, supervisors, and nurses for the sick.

Utah School.—Miss Katherine King, a successful oral teacher, has resigned to enter another profession. Miss Betty Lewis Bowles, of Staunton, Virginia, succeeds Miss King, and Miss Mary McDowell Lyne, of Lexington, Kentucky, is added to the corps of teachers.

Miss Frances N. Eddy and Miss Hattie C. Brown had charge of a first-year class of five oral pupils, giving daily demonstration in the Utah Building at the Lewis and Clark Exposition, Portland, Oregon, during the month of August.

A Superintendent's cottage is in course of erection. It will be completed and ready for occupancy November 1.

The authorities of the School are already planning for the next Convention of American Instructors of the Deaf, to be held at this School in 1907.

Virginia School.—One of the teachers is now transferred from the manual to the oral department each session, and every new pupil is given an opportunity to learn to speak and read speech.

Western Pennsylvania Institution.—Miss Augusta Harman, who has been a teacher in this Institution for the past nine years, has resigned and will teach next year in the Louisiana Institution. Miss Katherine Walters and Miss Belle

Bryant have also resigned, Miss Bryant to be married. Miss Gussie H. Greener, daughter of Mr. Augustus B. Greener of the Ohio School, who taught during the past two years in the Wisconsin School, Miss Gustava Unkart and Miss Jeannette H. McCord of the Central New York Institution, and Miss Annie C. Thompson, formerly of the Wright Oral School, have been appointed.

Western New York Institution.—Miss Grace E. Salter has been appointed teacher of language, and Mr. John Francis teacher of painting.

Wisconsin School.—Miss Ethelwyn M. Hammond, of the Oregon School, has been appointed teacher in the place of Miss Gussie H. Greener.

MISCELLANEOUS.

Conventions of the Deaf.—Conventions of the deaf have been held in several States during the past summer. All bore conclusive testimony to the benefit conferred upon the deaf by their education. The New York and Iowa conventions were especially noteworthy for the excellence of the papers read, and the convention of the Pennsylvania Association for the vigorous discussion concerning the maintenance of the Home for the Aged and Infirm. The mortgage on the Home property, notwithstanding the loss of \$1,000 through a defaulting borrower, has been reduced from \$2,500 to \$700. It was unanimously voted not to seek State aid for the Home, but to continue to support it by the self-sacrificing efforts of the deaf themselves.

Full reports of these conventions have been published in the newspapers for the deaf, especially the *New York Journal* and *Register*.

Conference of Church Workers.—A conference of church workers was held at Elmira, New York, August 18, 1905. Clergymen of the Episcopal Church ministering to the deaf

were present from all parts of the United States. Rev. C. O. Dantzer, of Philadelphia, was elected Chairman, and Rev. Henry Van Allen, of Albany, Secretary. It was voted to ask from the Bishops in charge of Rev. James H. Cloud's field of work that increased provision be made for his support, so that he might be at liberty to devote his entire time to clerical work; to continue the publication of the *Silent Church* as the organ of the missions to the deaf; and to memorialize the Triennial Convention of the Church, stating that a proposed amendment to the common examination for holy orders, dispensing with various requirements in the case of candidates intending to devote themselves to work among the deaf, is neither necessary nor calculated to promote the interests of the work.

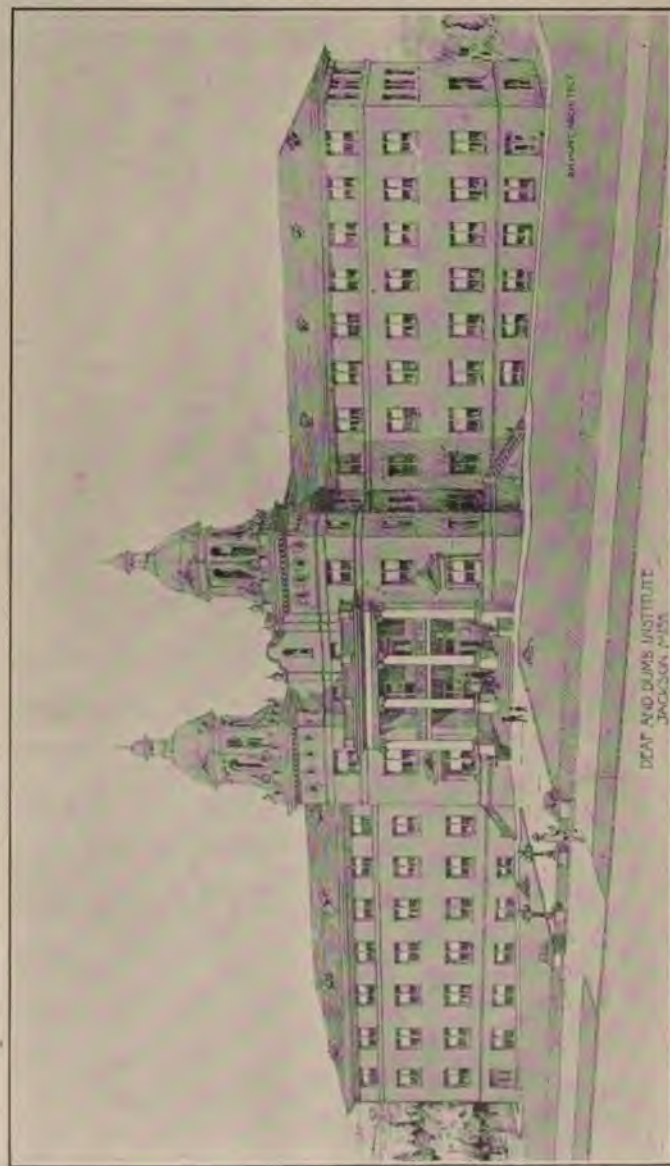
Meeting of the Department of Special Education of the National Educational Association.—This meeting was held July 5 and 6, 1905, at Asbury Park and Ocean Grove, New Jersey. The subjects on the programme of special interest to teachers of the deaf were a description of "what has been done for one child according to the Garrett Method," by Miss Anna G. Reinhardt, of Hoyt, Pennsylvania, and an address in memory of Frederick D. Morrison, by Mr. Michael Anagnos, of Boston.

Miss Reinhardt described the education of a boy born deaf, now eight years old. His training was begun at the age of two years. He now has a vocabulary of three thousand words at his command, which he uses naturally and intelligently. "The teachers of this child do not claim all the credit for his remarkable progress; of course, he is bright and has unusual surroundings. The relatives and friends who are about him never lose an opportunity of giving him the help he ought to have. All his questions are answered with infinite care and patience."

The officers elected for the ensuing year were: President,

Miss Anna E. Schaffer, of Madison, Wisconsin; Vice-President, Mr. S. M. Green, of St. Louis, Missouri; Secretary, Mr. E. R. Johnstone, of Vineland, New Jersey.

Death of Professor Alexander Melville Bell.—Professor Alexander Melville Bell died at the home of his son, Dr. Alexander Graham Bell, in Washington, D. C., August 7, 1905, aged eighty-six. He was born March 1, 1819, in Edinburgh, Scotland, and following in his father's footsteps became a teacher of elocution. He taught classes in the University of Edinburgh, and lectured in the University of London, the Lowell Institute of Boston, and Queen's College, Kingston, Canada. Since 1881 he has resided in Washington, D. C. He was known throughout the world as the inventor of "Visible Speech," and was the author of many valuable works on elocution, vocal physiology, phonetics, and defects in speech. The first important application of Visible Speech to the instruction of the deaf was made by his son, Dr. Alexander Graham Bell, in the Horace Mann School at Boston thirty-five years ago. Afterwards it was employed in many American schools and, though it did not accomplish all that was hoped and expected in the training of pupils, it proved useful and is still employed in the training of teachers. While Dr. Bell rightly regarded the instruction of the deaf as only one of the ways in which Visible Speech might benefit the world, he took a deep interest in everything relating to the welfare of the deaf, especially the Volta Bureau, to which he presented the copyrights and plates of his publications, and the American Association to Promote the Teaching of Speech to the Deaf. He had many sincere friends and admirers among the deaf, their instructors and friends, and his genial presence at the summer meetings of the American Association will be sadly missed.



AMERICAN ANNALS OF THE DEAF.

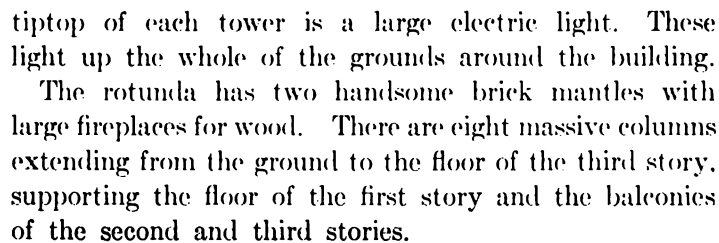
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NOVEMBER, 1905.

DESCRIPTION OF THE CENTER BUILDING OF THE MISSISSIPPI INSTITUTION.

THIS Institution is situated on a tract of sixty acres of land in the western part of the city of Jackson, the western boundary of these grounds being the corporation line of the city. The front of the grounds is about one thousand feet on Capitol street, one of the principal streets of the city. The front steps are about 125 feet from the street curbing. The front of the building is 256 feet. The approach to the building has seven stone steps 32 feet long, which lead on to a gallery (or porch) 32 feet by 10 feet, with tile floor and four handsome columns, on stone bases 4 feet square, extending to the third story. The entrance is through double doors 7 feet wide into a reception hall 16 feet by 20 feet; thence between handsome columns on either side into another hall 14 feet by 16 feet which leads into a rotunda 50 feet square, which extends up through the third story and is lighted by a dome. To the left of the hall which leads from the entrance to the rotunda is the entrance through double doors to the general office, which is 36 by 20 feet, divided by a handsome oak counter behind which is located the safe, vault, secretary's desk, etc., etc. To the right of this hall in front is the parlor or reception room 18 feet square. To the right of this hall and at the rear of the parlor is the

Superintendent's private office, 16 by 20 feet. At the rear of the main office and the Superintendent's office are toilet rooms for the officers. The corners of the main front of the building are carried up into two handsome towers rising 55 or 60 feet from the ground. In the



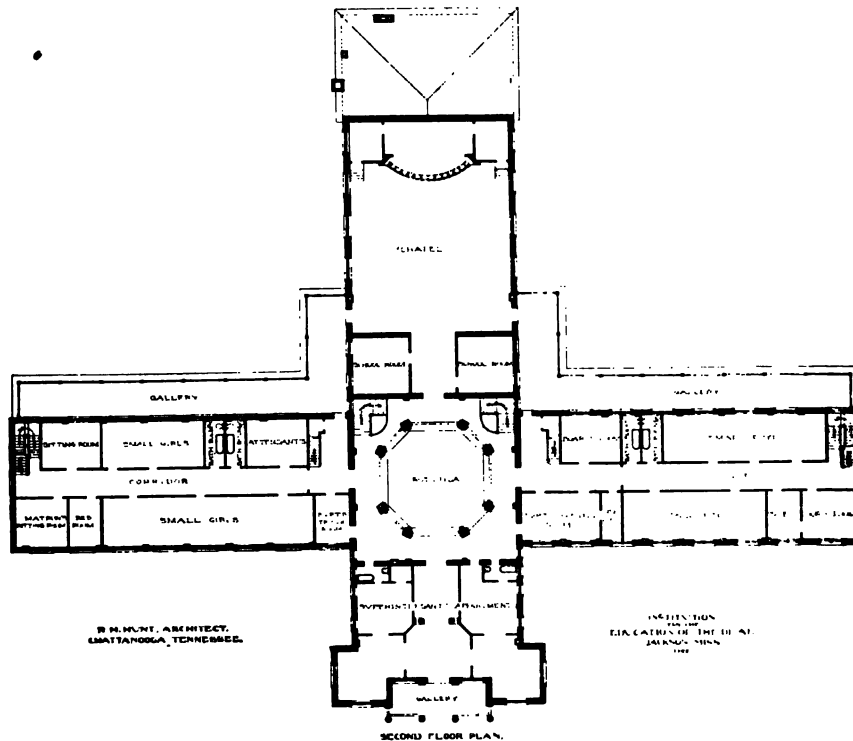
At the right of the rotunda is the entrance through folding doors 12 feet wide and 11 feet high to the library, which is 38 feet wide and 103 feet long. This space is divided into 12 alcoves 9 feet by 12 feet connected by arches studded with electric lights, thus forming a passageway between the alcoves 19 feet wide. At the rear end of the library is the librarian's office on one side, 14 feet square, and opposite this office is a hall 14 feet square, in which is situated a stairway which leads from the basement to the third story. The space between this office and the hall for the stairway is a 10 feet extension of the library, at the end of which are large double windows.

At the left of the rotunda is the entrance through sliding doors 12 feet wide and 11 feet high to the museum which is an exact duplicate of the library, including the office for the keeper of the museum and the hall for the stairway which leads from the basement to the third story. Each alcove in the library and museum is supplied with adjustable electric lights, with cord of sufficient length to carry the light into any part of the alcove, so that the titles of books, etc., may be readily examined. Each alcove is lighted by a large double window, making fifteen large double windows in the library and the same number in the museum. The offices in the museum and library are lighted by windows of the same size. Two handsome stairways lead from the rear of the rotunda to the second floor. From the rear of the rotunda is a hall 14 feet by 18 feet, which leads to the double doors that enter the pupils' dining-room. To the left of this hall is the matron's dining-room 18 feet square. To the right of this hall is the Superintendent's store-room 9 feet by 18 feet. Back of this store-room is a linen room for the pupils' dining-room, 9 feet by 18 feet. The pupils' dining-room is 50 feet by 64 feet; the ceiling is supported by eight handsome iron columns.

At the rear of the pupils' dining-room is a large kitchen,

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a large serving room, a store-room, and a stairway leading to the basement. There is a gallery 16 feet wide, two stories, extending the full length of the library, and back 36 feet to a door into the pupils' dining-room, through which the boys enter. In this back gallery is a stairway



leading from the basement to the second floor. A duplicate of this two-story gallery, except the stairway that leads from the first floor to the second floor, is provided in the rear of the museum, which gives the girls access to the dining-room and chapel through doors opposite those entered by the boys. The wings formed by the library and museum drop back 48 feet from the front line

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of the center part of the building, giving ample light and ventilation to the offices and parlor.

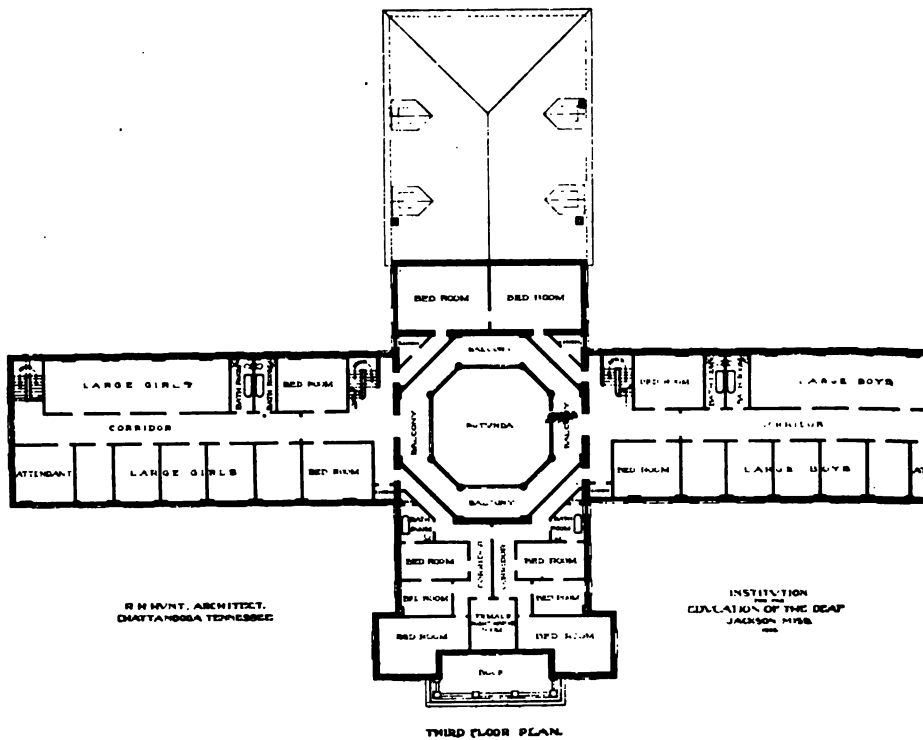
The second floor of the building, directly over the offices and parlor, is set apart as the Superintendent's private apartments. In addition to this the Superintendent has on the same floor, directly over the end of the library which joins the rotunda, a private dining-room. The Superintendent's apartments are provided with two bath and two toilet rooms. In front of the Superintendent's apartments is the second floor of the front gallery, making a private gallery 10 feet by 32 feet for the Superintendent's family.

The rear wing, the part over pupils' dining-room, etc., is divided into two schoolrooms and a chapel, which has a large stage with dressing-rooms on either side. The chapel is entered by the pupils from the galleries on either side. There are double doors forming an entrance to the chapel from the second floor of the rotunda. On this floor of the wing over the library is a room for the boys' supervisor, adjoining which is a room 15 feet by 50 feet, which is to be a dormitory for the very smallest boys in the institution. The opposite side is divided into a room 15 feet by 48 feet for little boys of the next size, a room 15 feet by 18 feet, called the Board's room, and two bath and two toilet rooms. Extending the whole length of the wing is a hall 8 feet wide, which is entered by a double door from the rotunda, a single door from the rear gallery, and a stairway at the end of the wing. The girls' side or wing over the museum is almost a duplicate of this.

There is no stairway leading from the second floor of the rotunda to the third floor. The balconies on the third floor of the rotunda are entered through double doors from each wing. The front part of the third floor, directly over the Superintendent's apartments, is to be

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used for the present as hospitals. A hall leads from either wing to these hospital rooms, which have on either side a room for convalescents, two small rooms 10 by 20 feet for sick patients, with bath and toilets adjoining. The girls' side is a duplicate of this. There is a room



between the boys' and girls' side for the nurse, who has access to either side.

The boys' side or wing over the library on this floor has two school-rooms, two bath and two toilet rooms, a hall 8 feet wide extending the full length of the wing, with the rest of the space on either side of this hall divided into small rooms which are to accommodate two or three boys

each. This floor is for the larger boys. The third floor of the girls' wing, or that part over the museum, is an exact duplicate of the third floor of the wing just described. The rear wing of this floor consists of two large school-rooms.

In addition to the stairway, which extends from the basement to the third story at the end of the boys' wing and the end of the girls' wing, there is a stairway starting on the second floor of either wing at the end next the rotunda, which leads to the third floor and thence to the towers in front.

Under the library or the boys' wing is a playroom for the boys, 38 feet by 103 feet and 9 feet high, with brick walls and concrete floor, provided with toilet rooms.

Under the museum or the girls' wing is a duplicate playroom for the girls.

Under the rear wing is a basement 48 feet wide and 115 feet long and 9 feet high; in the basement is a boiler room, a coal room in which can be stored five hundred tons of coal, a servants' dining-room, a large store-room, and two servants' rooms. There is no basement under the front part of the building.

In the building there are three systems of locks; one for the girls' dormitories, master-keys to which are carried by the matron and housekeeper alone, not even the Superintendent having a key by which to enter this apartment. There are eight doors leading from the outside into the girls' apartments. In addition to the locks on these doors belonging to the girls' system, there are "dead-locks" on the outside of these eight doors belonging to the third system, making it impossible for any passing through these doors unless both locks are turned.

The second system is for the Superintendent's private apartments.

The third system includes every other door in and

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around the building. Master-keys to the third system are carried by the Superintendent, the matron, and the boys' supervisor. Every dormitory room is provided with ventilating flues.

The building is heated entirely by steam.

The building is provided with four long-distance telephones connected with the city exchange.

The building is furnished with seventeen house-telephones so arranged that communication can be had at convenient points on all floors, including the basement, the colored department, and the barn and dairy. This system of house-telephones is the non-interfering, intercommunicating system.

A large electric gong for signal purposes is placed in one of the towers.

The building is provided with electric clocks run by a master clock in the main office.

The building is lighted by electricity. The main switchboard, inclosed in a handsome oak cabinet with glass door, is in the rotunda. This switchboard has a large marble slab on which are the meter and a double-pole double-throw fifty-ampere switch, which can make connection with the local or city dynamo and switch for each floor of each wing. In addition to this switchboard there are switchboards providing centers of distribution on each floor on each wing.

The rotunda is illuminated with 105 sixteen-candle-power lamps, the library with 129, the museum with 129, the pupils' dining-room with 32, and the chapel with 60; the parlors, offices, bedrooms, and dormitories are lighted in keeping with the other parts of the building. Besides the lights in the towers there are lights under the eaves to illuminate the outside of the building on special occasions.

The building cost \$74,000.00.

The Commission went as far as the appropriation would allow. The building as now finished is only part of the main building as planned. It can be added to in the future. Some of the rooms will be used for school purposes until the school building is erected. It is to be hoped that the plant will be finished in keeping with this attractive structure.

J. R. DOBYNS,
*Superintendent of the Mississippi Institution,
Jackson, Mississippi.*

WORK FOR THE DEAF-MUTES IN CHINA.

THE readers of the *Annals* will have been prepared by the short notes which have appeared in its pages from time to time for some further particulars regarding the work among the deaf-mutes in China, and I shall endeavor, as far as possible, to answer, directly or indirectly, such questions as have been asked of me during the past few months.

For the benefit of those whose attention is called to the work for the first time, a little explanation is necessary.

HOW I CAME TO TAKE UP THIS WORK.

My interest in the deaf began in the care of a younger brother, which led me to fit myself as a teacher for the deaf. Later my marriage to the Rev. Charles Rogers Mills, D. D., a missionary under the American Presbyterian Board of Foreign Missions, stationed at Têng Chowfu, North China, removed my sphere of labor to that country. Mr. Mills's interest in the deaf came through the affliction of a son, who was a pupil in the Rochester School while I was teaching there. Quite naturally, therefore, our attention turned toward that class in China for which nothing had ever been done.

THE NUMBER OF DEAF-MUTES IN CHINA.

We have no means of knowing, definitely, the number of deaf that move silently among the countless throngs of China's millions. Presenting a normal appearance to the casual observer, I have known even missionaries to hazard the statement that there are comparatively few. One gentleman went so far as to assert that there were none, as "all defectives were destroyed at birth," forgetting for the moment that the defect of deafness is not apparent until between two and three years of age, when it is too late easily to dispose of a child. Childhood in China struggles through the same list of diseases that leave deafness as their heritage, as do children of other countries, and, left as they are to the superstitious care of native doctors and the ignorant neglect of parents, there is little question but that the results must be oftener disastrous.

I have on my list the names of over fifty boys of school age found by canvassing only a few of the villages of Eastern Shantung; alas! most of these are now past reaching. I once sent out an evangelist to preach among the people, gain their confidence, and ascertain if there were any deaf children among them. He returned after a tour of two weeks, having visited about sixty villages, exclaiming, "There is no end of deaf people." He gave me the names and addresses of twenty-five children of school age, having taken no account of the adults.

FOUR HUNDRED THOUSAND DEAF IN CHINA.

We do not hesitate in applying the per cent. found in America to the population of China, estimating that there are nearly four hundred thousand deaf in that great empire, almost as many as there are in all the rest of the world. Of this great number we have been able to reach only *nineteen* boys.

WHAT THE CHINESE HAVE DONE THEMSELVES.

As far as I have investigated no definite effort has been made on the part of the Chinese to rescue any of these thousands from the dead silence in which they dwell. Only a *very few* isolated cases have come to light where an attempt has been made to teach a boy to write a few Chinese words. One boy that I met knew how to write several, but they were meaningless to him.

I knew a deaf man who could write sufficiently to be able to transact ordinary business. His family had hired a private tutor who went with him to the markets and other places and with pen and blank book wrote the names of articles and statements of business done. His vocabulary was small and single words did duty for whole sentences.

Seeing a Chinese book advertised under the title of "A Method for Teaching the Deaf," we procured a copy and carefully read it through. It was an ingenious arrangement of several thousands of characters, according to initials and finals, with tones, compiled by two Chinese teachers; as far as we could see it was useless, except as theory, but it was interesting to note that the need had been felt and an attempt made to meet it.

WORK DONE BY THE FRENCH NUNS.

At one time several pupils were in the care of the French nuns at the convent in Shanghai, but as far as I could learn very little was done for them further than to teach them trades. Just how much was accomplished I do not know. I was told that the nun who was proficient in teaching had died. I was anxious to visit the convent and see for myself; so one time when I was in Shanghai with some friends we hired a carriage and *ma fu* (driver), and started for Sicawei. We had been invited to take

dinner with the Presbyterian missionaries at the South Gate. Our horse was slow, the road execrable, the distance long, and after a call at the Government College we found that we must give up seeing the convent or disappoint our friends. It seemed wise to turn back. I shall make another attempt when I am again in Shanghai.

One of their pupils, a half-caste boy, of the class known in the Far East as Eurasian, having European father and a Chinese mother, came to me later, and during a course of fifteen months rapidly learned to use simple English sentences. We thought he might have been taught French, but a test showed no knowledge of that language. He had been taught drawing and woodcarving, the latter by a Chinese teacher, and his wits were quickened to take advantage of every lesson, and he was eager to learn. Before he came to the Chifu School he was employed in the office of one of the dockyards in Shanghai in making copies of mechanical drawings, in which he showed great skill, but having no language it was difficult to give him directions. When he left us he returned to that work, where he earns his support.

LIP-READING TAUGHT BY MRS. BOX.

Three years ago a younger sister of this boy lost her hearing through scarlet fever. I wrote to Mrs. E. Box, of the London Missionary Society, formerly a teacher of the deaf at Ealing, England, and she kindly undertook to teach her lip-reading. As she was a girl of twelve she already had a good command of language and Mrs. Box found the work comparatively easy. Both of these pupils used the English language, not the Chinese.

HOW THE DEAF ARE REGARDED BY THE CHINESE.

The deaf are regarded by the Chinese as incapable of learning letters. They are often ill-treated, shunned, and

despised, until their tempers make them a menace to the public safety. Believed to be possessed of evil spirits there is no place for them in the economy of the country. Deaf girls are often sold into slavery and driven into lives of sin and vice, yet no one cares. But really does no one care? Read this letter from a Chinese Christian mother, whose boy, an only son, was with us five years. She writes: "I thank you because you are willing to spend thought and heart, dearly loving our Chinese children, even ours, for whom we had no hope that he would ever learn to read and become a useful man, because we saw he could not speak. Truly, for him we were very, very sorrowful, and we had no other way only always to pray for him, asking the Lord to open a way for him; then, when we were not thinking of it, the Lord graciously showed his favor, giving us this good opportunity. Truly it is happiness beyond what we had hoped."

THE FIRST ORGANIZED WORK.

The first organized work was started in Têng Chowfu in 1887, when eighteen boys received instruction. This school was disbanded in 1896 and re-opened two years later in Chifu, where it has been carried on ever since. To do this I was obliged to leave the care of the Presbyterian Board and work as an independent missionary. Arrangements were made with the Board by Dr. Z. F. Westervelt, of Rochester, by which the trustees of his school stood in such relation to the Chifu School as to make it legal for Dr. Westervelt to collect funds.

HOW THE SCHOOL IS SUPPORTED.

"The Silent Workers," Miss H. E. Hamilton, president, and the "Little Helpers," formed by Miss Mary E. Tousey, now Mrs. Frederick Hoyt, of Park City, Utah, and at

present under Miss Rosa H. Halpen's guiding hand, missionary societies in the Rochester School, were the first to send aid to the Chifu School. Other schools and societies of the adult deaf and their friends, both in America and Great Britain, have grandly helped on the cause and deserve our sincere thanks.

WHY NOT SUPPORTED BY THE PRESBYTERIAN BOARD OF FOREIGN MISSIONS.

Burdened by the ever-widening, ever-increasing demands of the work of the Church on the foreign field, the Presbyterian Board saw, in this attempt to give the Chinese a practical illustration of what Christianity does for poor humanity, a phase of work which would appeal to people not necessarily interested in Christian missions in foreign lands, and believing that it would receive from other sources the support it needed, declined to place it under its care, further than to give it its fullest and heartiest endorsement, and commend it to every one interested in such work of whatever country or denomination.

It is also ready to pass on through its channels any "special" gift that may be sent to its care, provided it is distinctly marked, "For the Chifu School for the Deaf."

HOW REGARDED BY THE MISSIONARIES OF CHINA.

The missionaries of different nationalities and denominations at work in China testified their appreciation of the work by giving, during 1903, the sum of seven hundred dollars.

Dr. W. A. P. Martin, formerly president of the Imperial College in Peking, wrote of the school as follows: "It has been proved in China, as well as elsewhere, that the dumb may be taught to speak without the companion miracle of the deaf being made to hear."

Dr. Arthur H. Smith, author of "Chinese Characteristics," in a newspaper letter wrote thus: "One of the interesting and wholly unique institutions of Chifu is a school for deaf and dumb lads under the management of Mrs. Mills, widow of Rev. Charles R. Mills, formerly of Têng Chowfu. This accomplished teacher was trained from childhood in the art, which is thus almost a second nature, and she has carried her philanthropy to a point where its great usefulness is apparent even to the unenthusiastic Chinese. Foreigners sometimes visit Chifu for the express purpose of investigating this attractive enterprise, which ought to be at once endowed as an example of what might be done in other parts of the Empire with the like patience and skill. There ought to be a similar institution begun for girls. It is surprising, to those who undertake the investigation, to find how large a number of pupils could be at once collected anywhere from a class now wholly neglected by the Chinese, and for whom, in their social system, there is no place and no use."

"It is like giving him a soul," said one friend after watching one of the boys with his teacher.

HOW REGARDED BY THE CHINESE.

It was Admiral C. P. Sah, I. C. N., who, after a visit to the school, as he was leaving, made this graceful speech: "I have no words to express my appreciation of what you are doing. Many hearing boys of longer time in school cannot write so many characters. I think that if boys want to learn characters they should become deaf and attend Mrs. Mills's school."

A native Chinese pastor said to me: "They tell me the age of miracles is past, but I have seen my first miracle."

When I was leaving China for my visit to the homeland the Chinese united in presenting to me four beautiful silk banners and a scroll, all expressing their appreciation.

16. Work for the Deaf-Mutes in China.

On one the sentiment referred to an honorable woman of olden time who was canonized by the Emperor for her good deeds; on another, from the father of one of the pupils, in beautiful gold embroidery on white satin, were these words: "The deaf sing praises."

HELP GIVEN BY THE CHINESE.

Again and again it has been said to me, "Such a school as yours should be supported by the Chinese." We fully expect that some day the Chinese will give the help needed, but first they must be convinced that the deaf can be educated and become useful members of society. A few of the business men in Chifu and some of the Christians and parents of pupils have helped.

One little widowed mother in Ningpo clothes and boards her only son; a Christian father clothed and paid half the board bill of his son; others have brought small gifts of money or food; but the Chinese are poor—poorer than we in America can understand. Ten or twelve cents a day is the wage of an unskilled laborer; skilled labor commands from fifteen to twenty cents; teachers get from five to ten dollars a month and at these rates they board themselves; yet out of this they have helped some.

In a mission station two days' journey from Chifu, the Christian women sent three thousand cash, about two dollars; a little Sunday-school in the far-away province of Honan sent, with the help of two missionary ladies, a box of silver, equal to about sixty cents; a Girls' School in Wenchow sent about two dollars and twenty cents; and another in Shanghai is going to try to support one of the pupils.

VISIT TO THE CHINESE MINISTER.

It was the thought of getting help from the wealthy and influential Chinese that prompted my recent visit to

Washington, D. C., where I was the guest of the delightful circle at Kendall Green. It was interesting to learn that Dr. E. M. Gallaudet had, in his younger days, the desire to inaugurate work for the deaf in distant China, but was prevented by the Tai Ping Rebellion—a happy event to those who have had the good fortune to come under his influence in that excellent institution of learning, Gallaudet College (for the Deaf), Washington, D. C.; but the influence of the thought of earlier days gives him a special interest in the present effort. Through the courtesy of Dr. Alexander Graham Bell I obtained an interview with the Chinese Minister, Sir Chentung Liang-Cheng, K. C. M. G., and in company with Dr. Gallaudet and Dr. Bell we made a most satisfactory call.

Sir Chentung, who is a graduate of Amherst College, and an affable, intelligent gentleman, needed no great amount of argument to prove to him the benefit of establishing schools for the deaf. He kindly offered to draw the attention of the Governor of the Province of Shantung, a personal friend of his, to the work of the Chifu School, and commend to his attention the training of teachers.

Later, through the kindness of Dr. Gallaudet, I called upon Mr. Rockhill, our new minister, who was on the eve of his departure to China. He was interested and suggested that on my return to China next autumn I should visit Peking with some of my pupils and he would make it possible for me to give a demonstration of what we are doing before the proper officials.

Conservatives warn me that hopes built on these props are "castles in Spain," but we shall certainly some day see the Chinese doing for their deaf all that is done in Christian countries, and perhaps more than is done in some, for they are a kind-hearted people.

EFFORTS MADE BY OTHERS.

We have already referred to Dr. Gallaudet's desire to go to China. It was gratifying to hear him introduce me to some friends, at the reception he kindly tendered to me, as the one who was doing the work he had hoped to do; so I am not the only one, nor the first one, to whom the deaf of China have appealed.

Some eighteen years ago Rev. J. Crossette, a missionary formerly under the American Presbyterian Board, now deceased, made an effort to start work in Shanghai. He was a man who lived much among the Chinese, and the need appealed to him greatly. A sum of money was subscribed, but the scheme failed for want of a skilled teacher. It was thought then that instruction must necessarily be given in English.

Mrs. A. P. Lowrie, American Presbyterian Board, Paotingpe, was interested in a little deaf lad living near her home, and taught him some until he died of diphtheria.

During the past seven years while the work has been going on in Chifu, I have had numerous letters from workers in China telling of a deaf boy or girl, and asking what could be done.

Miss E. Mitchell, of the Methodist Episcopal Church of Wuhu, became interested in several deaf children and came to Chifu, bringing with her a little deaf girl and a teacher to be trained. We could not keep the girl, so Miss Mitchell took her back and placed her under the teachers' care in a day-school. I understand that this effort has failed.

Five little deaf girls have been received in a mission school for hearing girls, under the Methodist Episcopal Church, in a city near Foo Chow. They are doing what they can for them, and find that they are bright, interesting pupils, but they need a trained teacher.

ENLARGEMENT DEMANDED.

This brings me to speak of the needs of the school. The present building, which accommodates only fifteen boys, should be enlarged to receive fifty, and a separate building provided for at least twenty-five girls and their teachers. This would enable us successfully to train teachers, who could extend the work into other centers, for which there is already a demand.

To do this another trained teacher should go out from the homeland, and there are those who are ready to go as soon as the school has the money.

FUNDS NECESSARY.

The continuation and enlargement of this work devolves mainly on the benevolence of America and Great Britain.

The school needs:

\$5,000.00 yearly for current expenses.

\$10,000.00 for the proposed enlargement.

The expense per capita per year is \$100.00. Twenty-five dollars will clothe and feed a pupil a year.

WHAT HAS BEEN ACCOMPLISHED.

The school has developed methods and has written and printed in Chinese the lessons which it uses. It has taught the deaf to read and write the Mandarin Chinese characters—the official language of China—and to read the lips of those who speak to them. Nineteen boys have been instructed. After a seven-year course four have been graduated and are happily filling positions where they are earning their own support. Two native teachers have been trained and are engaged in the Chifu School.

The phonetic and pictorial charts used in teaching language and speech were shown in the Chinese educational

exhibit at St. Louis, and brought the award of a gold medal.

PROPERTY OWNED BY CORPORATION.

The title of the real estate and all the property of the school, which has cost \$6,000.00, is vested in the Board of Directors. It consists of about three acres of land on which are erected a modest two-story house and a small bungalow, both of gray brick. There is ample room on the grounds for the proposed enlargements.

THE INFLUENCE OF THE SCHOOL IN CHINA.

There is in the heart of every man the seed of benevolence. In the Chinese this largely finds expression in ancestral worship. Christian missions call their attention to its true manifestation, as expressed in trying to alleviate the sufferings of others; hence the need of opening hospitals and dispensaries, establishing schools for the blind and refuges for the insane.

Work for the deaf follows next in order, and there is no question but that the Chifu School has an important part to play in the economy of the New China.

Mrs. Wells, who has kindly taken charge of the school gratis, during my absence, writes as follows: "I have always believed in your work, but I believe in it now more than ever. It is going to benefit not only the deaf whom it may reach, but many others." This can be said of all benevolent work. The simple language lessons which have been prepared are to be used in primary schools for hearing children also, as soon as we can have them printed. This work is being done by the pupils in the school, and the book, when finished, will be a fine specimen of the art of Chinese wood-engraving.

Then there is the spiritual side—the manifestation of the loving Spirit of Christ, who was the first worker for

the deaf—the only class that absolutely cannot be reached by the gospel in the ordinary way. This fact places schools for them on the same plane as the work of the foreign missionary. In that the order is first evangelistic then educational, but in the case of the deaf this is necessarily reversed.

THE AIM OF THE SCHOOL.

The plan is to make it a normal training school; to prepare, either in connection with other missions or under direct care of the Chinese, teachers for the extension of the work, to care for and foster these branch schools, and to give to every pupil such instruction, spiritually, mentally, and manually, as shall fit him for life's duty.

We shall not realize this all at once. It means years of patient, persistent labor.

PLAN FOR RAISING THE FUNDS.

We want one hundred circles that will give fifty dollars each yearly. About forty-five such circles have already been formed in different schools and among societies of the adult deaf. When there are not enough to raise the whole fifty dollars, a half circle or even a quarter circle might be formed.

To accomplish this one must realize the immense power behind systematic giving of even small sums.

If all work together there is no question but that this can be accomplished.

TO WHOM SHALL WE APPEAL?

This work must appeal to those who are interested in the deaf in the homelands, either as teachers and leaders among them, or as friends and relatives. Those whose lives have been touched by deafness, either in themselves

or in those they love, are the ones to appreciate **what** schools will mean to the thousands of deaf **among** the Chinese.

The school does not seem to come under **any** of the lines of direct evangelistic work undertaken by **foreign** mission boards.

BY THE DEAF FOR THE DEAF.

It therefore devolves mainly on the deaf and their friends to inaugurate this work and see it carried through.

Nothing could be more beautiful in its conception **than** the deaf of Christian lands doing this for the heathen deaf, and I have never known the educated deaf, **when** they have understood the conditions, to fail to respond to the call to help their less fortunate brothers and sisters in China.

CAN THE DEAF DO THIS?

It has been said to me, "The deaf have so little money. How can you ask them to do this?"

I stood in Dr. Alexander Graham Bell's private office and looked at wonderful sheets of paper with wonderful statistics recorded on them. They represented work **that** Dr. Bell was doing, if I remember rightly, at the request of the government, and were to prove that it pays, financially, to educate the deaf even at the expense of the State. But the most wonderful part of it was the fact that they showed a high per cent. of wage-earning power among them.

I have read lately that the reports of the courts show fewer criminals and paupers among the deaf than is found in any other class. They are reliable, industrious, and God-fearing.

Hearing children are taught through the influence of home and Sunday-schools to give their pennies to the

Lord's work. How many of the deaf children are so taught?

Among the pupils of the schools which I have visited the majority are furnished with more pocket money than the same number of hearing children. There are few among them who do not have five or ten cents a week to spend for candy.

A dear, sweet little deaf girl, hearing of the need in China, brought ten cents which she had just received from home and wanted to give it all. Her teacher, knowing that ten-cent pieces rarely came her way, suggested that she divide it and only give a part. "No," she said, "*all* for Jesus."

But He does not require all—only a tithe. Take as an illustration what a school of a hundred pupils, each giving one cent a week, for forty weeks, could do. The result would be one dollar a week—\$40.00 for the school-year—and the pupils instead of being that much poorer are that much richer—richer in love, richer in all those attributes that go to make up noble manhood and womanhood.

Again it is objected, "The schools for the deaf are most of them government schools, supported by public money. They are not Sunday-schools; besides we have all denominations represented among both pupils and teachers."

This is all true, but it is not a valid reason. It is not an adequate excuse. The pupils receive, or should receive, their religious training in the school where they are educated, from the teachers who understand them and their limitations. Most of them spend their Sabbaths at the school during the greater part of the impressionable period of childhood, and if it is true, as one teacher of the deaf told me, when speaking of the advanced pupils in the school, that they were mostly skeptical, then some teacher, or teachers, failed to do their whole duty. As

to the different denominations, this is not pertinent to the question. The Chifu School is undenominational. We teach "Christ the Saviour of men."

Let us take a broad high stand in this matter, and on every occasion possible help the children under our care to do some little work for Christ. If hearing children are taught to give, why not the deaf? Why should they be debarred from a share in the world's evangelization? In what class would they be more interested than the deaf?

YOUR SHARE IN THIS WORK.

The thoughtful reader will readily see the need of relieving the head of this movement of the strain of raising funds to promote it. My time and strength should be conserved for the direct work of the school. A great deal more could have been accomplished in the past seven years if this had been done.

And now, prayerfully, the matter is laid before you for your consideration as to your relation to it. The work will some time be supported by the Chinese, but now is the time when it must depend upon you.

The words of our noble President still sound in my ears. Dr. Gallaudet was saying, "I want you to know what Mrs. Mills is doing. She has established the first school for the deaf in China." President Roosevelt turned back to me and again taking my hand said, "Why, is this so? I am delighted to hear this. May you have every success and God bless you."

Dear reader, I cannot do this without your help.

ANNETTA T. MILLS,

Principal of the Chifu School, Chifu, China.

THE UNVEILING OF THE HILL MONUMENT,
WEISSENFELS, SAXONY, SEPTEMBER 29, 1905.

THE unveiling of the monument to Friedrich Moritz Hill, in Weissenfels, Saxony, on the 29th of September last, brought together many representative teachers of the deaf and representatives of organizations of the deaf from different parts of Germany. A number of official personages representing the government of Weissenfels were also present. The exercises took place on the grounds of the Weissenfels Institution for the Deaf at 12 o'clock noon. They were opened by the singing of a hymn, "God Bless Thee," by a singing society of the Seminary of Weissenfels.

The principal address of the day was by Mr. Eduard Walther, Director of the Imperial Royal Institution for the Deaf at Berlin. He spoke at some length on Hill's life and work. Following his address came a number of short speeches from representatives of various organizations of teachers and of the deaf in portions of Germany not far distant from Weissenfels. Each one of the speakers presented a wreath of palms or flowers bearing the name of the organization from which it came, these wreaths being deposited around the base of the monument.

Among those who laid wreaths at the foot of the monument were Mr. Ferreri, of Italy, representing Italian teachers of the deaf, and Madame Carstanses, of Denmark, representing the teachers of the deaf of that country.

After the wreaths had been presented, President Gallaudet, of Washington, was introduced as President of the College and also as President of the Convention of American

Instructors of the Deaf. He delivered an address offering the homage of American instructors of the deaf to Hill's memory, and related how, growing out of an interview which he had with Hill in 1867, Hill's opinion with regard to methods of instructing the deaf had great influence upon him and how this influence led to the recommendation of a Combined System of educating the deaf in America.

A second hymn was sung by the seminary choir, "Thy Blessing, O Lord, be upon us," Psalm xxxiii:22. After this the company present walked to the cemetery about half a mile distant and gathered around Hill's grave, where two hymns were sung by the choir and an address was made by Director Gutzmann of the Day-School for the Deaf in Berlin.

After this ceremony about fifty of the company gathered in a prominent restaurant in the town and had a social reunion at dinner, where speeches were made offering toasts to many persons, beginning naturally with the Emperor of Germany. The custom in Germany when toasts are given is not to expect speeches in response, but all rise and with three "Hochs" cheer the one who is toasted and then advance to him clinking their glasses with his and so manifesting their regard. This social gathering was a pleasant occasion, bringing together many who are engaged in the work of educating the deaf. A prominent guest at the feast was Mr. P. von Woedtke, the sculptor of the bust of Hill and the designer of the monument. This young man is deaf and was educated at one of the German schools, not at Weissenfels, and now is a successful sculptor in Berlin. An engraving of the bust was given in the May number of the *Annals*.

PRESIDENT GALLAUDET'S ADDRESS.

MR. PRESIDENT, HONORED COLLEAGUES, LADIES AND GENTLEMEN:

I esteem it a great honor and privilege to be allowed to have a part in the exercises of this occasion and to represent the schools for the deaf of America.

As President of the Convention of American Instructors of the Deaf, I bring you most cordial greetings from your fellow laborers of the Western Continent, with an assurance that they join with you in doing all honor to the memory of Moritz Hill.

For myself, I must ask the privilege of paying an individual tribute of respect to him whose monument is unveiled today, for I had the great pleasure of a personal acquaintance with him, and received from him an influence which I think has had an important effect on the development of methods of deaf-mute education in the United States.

If I may be pardoned for a few personal allusions, I will relate how this came about.

During the year 1867, I made a careful inspection of schools for the deaf in Europe, with the object of determining what changes, if any, would seem desirable in the method of instruction then employed in the American schools, in which up to that time very little teaching of speech had been given.

So deeply was I impressed with what I saw of the oral method and its results, especially in Germany, that on my return to my own country I made an earnest recommendation that oral teaching should be introduced into all our schools and that every pupil should be given an opportunity to learn to speak.

In no school in Europe did I find better results than those which came under my notice here in Weissenfels,

and with no teacher was I more impressed as to intelligence, earnestness, and breadth of view than with Moritz Hill.

In my interviews with Hill in 1867, and in reading his important treatise *Der gegenwärtige Zustand des Taubstummen-Bildungswesens in Deutschland*, published the year before, I was greatly impressed with his views as to the value of the language of signs (gestures) in the education of the deaf.

I had supposed, previously, that in the German schools this means of communication was altogether forbidden. It was, therefore, a great surprise to have Hill say:—

“Such an idea must be attributed to malevolence or to unpardonable levity. It would be acting contrary to nature to forbid the deaf-mute a means of expression employed even by hearing and speaking persons. It is nonsense to dream of depriving him of this means until he is in a position to express himself orally. To banish the language of natural signs from the schoolroom, and limit ourselves to articulation, is like employing a gold key which does not fit the lock of the door we would open, and refusing to use the iron one made for it.”

In his treatise Hill goes on at too great length to be quoted here, giving thirteen reasons why the language of signs deserves a place in the education of the deaf, and closing his remarks on this subject as follows:

“But it is particularly in the teaching of religion that the language of pantomime plays an important part, especially when it is not only necessary to instruct but to operate on sentiment and will, either because here this language is indispensable to express the moral state of man, his thoughts, and his actions, or that the word alone *makes too little impression on the eye of the mute* to produce, without the aid of pantomime, the desired effect in a manner sure and sufficient.”

You are, no doubt, aware that in the American schools for the deaf before 1867, and in most of them up to the present time, the language of signs holds an important place; a place, indeed, of greater prominence than Hill would approve.

When I became convinced, as the result of my examination of European schools for the deaf in 1867, that oral teaching ought to be generally introduced into our American schools, it was a serious problem in my mind what should be done with the language of signs. I could not bring myself into accord with the opinion and practice of many oral teachers that this language must be proscribed. And so when I met a teacher of the eminence of Hill, and one in whose school I found results equal to the best in the teaching of speech, who held the views in regard to signs which I have just quoted, I felt that my troublesome problem was solved.

It was after my interviews with Hill, and largely in consequence of them, that the idea occurred to me of a conciliation of the two methods so long in controversy, the oral and the manual, in what might be called a Combined System, and that term was first used in the literature of our profession in the report I published on my examination of European schools.

In classifying these schools as those (1) on the Manual Method, in which speech was not taught, those (2) on the Oral Method, in which signs were prohibited, and those (3) on the Combined System, in which speech was fully taught, but in which the language of signs was made use of to a greater or less extent, I placed the school of Hill in the third class.

The high standard of results generally attained in schools of this class, as compared with those in the purely Manual or Oral schools, led me to recommend the adoption of a Combined System in our American schools, and for this

recommendation the influence of Hill's opinions, already quoted, is largely responsible. How generally the Combined System is practised in America can be readily shown by a few figures.

There are fifty-seven public-State schools for the deaf in the United States in which last year there were 9,986 pupils. Forty-six of these schools with 8,706 pupils are conducted on the Combined System and in these schools 5,069 pupils, or more than fifty per cent., are taught speech successfully. The experience of thirty years of effort to give speech to all the deaf has led the great majority of American teachers to believe that not more than fifty per cent. of their pupils can attain to what may properly be called *success* in vocal utterance. And it is this conviction that leads them to hold as firmly to the Combined System as they do.

The practice of the Combined System is to give every deaf child a full opportunity to learn to speak, and speech teaching is discontinued with those only who are plainly unable to succeed.

In all the schools of America the teaching of speech holds an honored position, and signs are less used in the classroom than they were a few years ago. The influence of German ideas and German methods is thus everywhere shown. It may surprise Germans to be told that the Combined System, now so prevalent in America, owes its origin in large measure to the influence of the opinions of Moritz Hill, but such is the fact, as I have endeavored to show.

It is fitting, therefore, that American teachers should unite with German teachers in honoring him of whom your Memorial Committee in its first circular most justly said:

"Hill's eminent importance in the domain of the education of the deaf extends far beyond the limits of his German fatherland. His efforts in the field of the instruc-

tion of the deaf, and his creation of a natural method, have exerted the most favorable influence upon the instruction of the deaf of other countries."

Speaking for my colleagues on the other side of the ocean, I say, All hail! Moritz Hill. In marble and bronze shall his memory be here preserved during the coming centuries, and the influence of his broad views be felt through the ages of the future in all lands where the deaf are taught.

EDWARD M. GALLAUDET,
President of Gallaudet College, Washington, D. C.

MR. STORY'S "LANGUAGE FOR THE DEAF."*

THIS is, undoubtedly, the most practically valuable book ever published upon the subject of teaching English to the deaf. Theories, clearly set forth and based on the soundest principles of modern psychology, are accompanied by many pages of practice-work so skeletonized that the individual teacher is left as free to follow his own methods as if he had himself articulated the skeleton framework of the suggested lessons. In fact, the experienced teacher will at once recognize many of the dry bones he handles daily—the journals, descriptions of pictures, newspaper work, and others. But even the most hoary amongst us will be glad to see, for the first time, all his different classroom exercises judiciously unified. He will find it very handy, when his stock of illustrations runs low, to

*"*Language for the Deaf.*" A Book for the use of Teachers, containing a Series of Notes on the Principles underlying the Education of the Deaf, and the Outlines of a Course of Lessons based upon those Principles. By Arthur J. Story, Headmaster of The North Staffordshire Joint School Authority's Blind and Deaf School, Stoke-upon-Trent, Author of "Speech for the Deaf." Hanley: Wood, Mitchell and Co., Ltd., Printers, Oriel Works, Park Street. 1905. 12 mo., pp 186.

have within quick reach a full supply of less shopworn goods than his own wherewith to quicken the jaded school-room market. He will also find "*Language for the Deaf*" a Godsend in starting a new class older or younger than the grade he has habitually taught. He will rejoice in the fact that Mr. Story's book is sympathetic without being ultra-sentimental. And after all nobody needs more, and receives less, sympathy than the teacher of English to the deaf. The language teacher's colleagues, in the slang of the street, "have troubles of their own." His Principal is usually too fully occupied with the needs of the school as a whole to give special attention to the improvement or non-improvement in English of John and Elizabeth. Officers and attendants who might help wonderfully in giving language practice to the children outside of school seldom seem to realize that for the deaf language is the greatest thing on earth. All too frequently such persons resent any suggestions of the teacher in regard to using English with the pupils outside of school hours—putting the recognition of their own petty authority before the everlasting welfare of the child. Often, very often, the language teacher feels that nobody cares—that his enthusiasm in the light of meagre results is foolishness and his labor a vain thing. In such a mood of discouragement Mr. Story's robust gospel—"Language the Whole Problem of the Education of the Deaf"—comes to the disheartened teacher like a cool wind over a parched field.

"There is but one way, walk ye in it" might serve as the text of Mr. Story's excellent prefatory sermon. Mark the italics (they are the reviewer's, not the author's) in the following:

"Language, *using the term as synonymous with and expressive of mental growth*, is the key to the whole problem of the education of the deaf. It opens up the accumulated

wisdom of the ages, and is the only means by which the deaf may be truly said to be restored to the society of those among whom they must live and labor."

In the past, teachers of the deaf have too often looked upon language as something imposed upon the deaf child from without. Mr. Story says truly:

"There is only one road to language, and that is through obedience to the *principles* governing mental association and growth; and along this road the deaf must travel in company with their hearing fellows, if they are to enter the same promised land of intellectual competence and fluency of expression."

Superficially viewed the above paragraph might seem to favor the hap-hazard "natural method" on which so many deaf-mutes have been wrecked. But Mr. Story, as a matter of fact, though an empiricist to the core, makes no claim that, in the acquirement of language, the mental experience of a hearing child can be duplicated by his deaf brother. After describing the way in which a hearing child builds up language concepts the author goes on:

"How far are these features capable of realization in the deaf, who intellectually are not inferior, but whose mind is more difficult of access?

"The deaf do not acquire language at the time when physical and mental powers are budding into activity, but at a later period; hence it cannot bear a similar and equal relation to those powers, and there must be modifications in the manner of its development.

"They cannot, from their limitations, receive the sensations of language in an aural manner. The senses by which such sensations are received are not those designed by nature for the purpose, hence to flood language upon them in the same plenitude as naturally serves to develop it in hearing children would be to overwhelm them, and leave them struggling in a whirlpool of words of none of

which they might clutch hold. The mass of words must be reduced to correspond, in some degree, with the abnormal conditions, so far as his power to recognize and select these are concerned. To some extent the principle of selection must be exercised for him—though this must not be interpreted as an arbitrary or constant procedure. The nature of language used in teaching must be intelligently chosen in order to avoid confusion, and burdening memory with meaningless symbols."

The reader of this book feels that the author has been over every step of the long, thorny road:

"The fullest experience is necessary to the facile appreciation and use of language: but the difficulty, if not impossibility, of equalizing the experience of the deaf with that of the hearing requires that the issues should be more clearly defined, the steps of learning more symmetrically and systematically ordered, and the influence of the teacher more intimately exerted, especially during the time that a knowledge of elementary language forms is being acquired. They depend more upon tuition, but this should always be conducted with a view to leading the child to discover knowledge for himself. The full influence of accuracy of expression should be admitted, for, as Dean Alford says, 'If the way in which men express their thoughts is slipshod and mean, it will be very difficult to prevent their thoughts themselves being the same.' A keener, clearer insight into the workings of the mind is imperative in the teacher of deaf children; a deeper sympathy with the child, a closer relation and a fuller sense of vocation."

Mr. Story admits two "methods of expression" as available for the instruction of the deaf—speech and finger spelling. Of writing he says:

"We do not regard writing as a primary mode of interest of teaching. It lacks the element of direct

personal spontaneity, and cannot be considered sufficiently active or impressive for conversational purposes."

To a small number of teachers (may their tribe increase!) it will seem a great pity that a book which deserves to be placed in the hands of every young teacher of the deaf should dismiss so lightly, not to say contemptuously, the most important and the most universal means of communication used by educated deaf men and women the world over. Certain facts in connection with the dependence of adult deaf-mutes upon written language will not down. The hearing world is, always has been, and always will be too busy, too careless, and too easily bored either to cater to lip-reading and artificial articulation or to use and read the manual alphabet. Outside of a very limited circle of relatives and friends the average deaf man or woman must depend upon pencil and paper in all general social and business relations. The testimony of graduates from oral and combined-system schools, and the testimony of nine-tenths of disinterested hearing persons brought into contact with the adult deaf, is almost unanimous upon this point. Most outsiders will wait patiently and pityingly for a deaf *child* to finish his stammering sentence—will pause to try to make out the letters spelled on fast-flying little fingers. But deaf men and women are no more interesting to outsiders than any other class of grown-ups. Accuracy and speed are the governing laws of modern life. Writing is a far quicker and surer method of communication between the great majority of the deaf (no matter by what system they are educated) than any other. The corollary is too obvious, then, to be dwelt on. Writing should be used as a "primary mode of intercourse and instruction."

Mr. Story's assertion that "writing lacks the element of direct personal spontaneity, and cannot be considered sufficiently active or impressive for conversational pur-

poses," is disproved daily in some schoolrooms. The truth is that whether any method of communication is "active and impressive" or not depends wholly on the teacher. There are teachers who could probably carry a class on successfully by making hieroglyphics in the air with a broomstick all day long should they choose to teach by so unusual a method. Given a teacher who believes, heart and soul, in written language, there will be no difficulty on the score of "activity and impressiveness." Many of us have seen a perfectly listless deaf class speedily transformed into an eager band of indefatigable little workers merely by having the walls of their schoolroom constantly covered by simple sentences which expressed what they—the children—wanted to say. Our pupils *always* care to receive, but we (God forgive us) do not always give. In an experience of almost a quarter of a century the present reviewer has never yet dealt with a deaf child so dull, so stupid, or so arrogant that he did not desire language and rejoice in its acquisition by means of the written word.

When it comes to putting in a claim for "direct personal spontaneity," quickly written and quickly read sentences, surely, have a thousand times the advantage over halting speech and uncertain lip-reading. For instance, when a little deaf football enthusiast bursting to say, "Our side beat, the score was sixteen to nothing," is held up until he can properly pronounce "sixteen" and "score" the element of "personal spontaneity" must considerably evaporate for the poor little fellow before his teacher gets through with him.

Moreover, nothing else so makes for that mental assimilation and growth for which Mr. Story admirably contends as does constant practice in using and comprehending written language from the beginning of a deaf child's education. In this connection the reviewer asks pardon

for repeating words which, in substance, she has often used before in print—which she will continue to speak in season and out of season, so long as she is able to speak at all, either by voice or pen, concerning the education of the deaf:

The deaf child likes to express himself in written sentences because they, unlike any other symbols, present his thought visibly complete. From the initial capital letter, which he makes with an ornamental flourish, to the concluding period, usually the size of a snow-ball, there it is—his work, his concept embodied by his own hand for himself and all the world to wonder at and admire. He is a creator, and values himself and his work accordingly. He cannot see the words that issue haltingly from his lips. Those made by finger-spelling must be contemplated singly. Every sane mind longs for wholeness—unity. The little deaf child who writes,—“I, school like new words write,” is seeking exactly what the wisest philosophers have sought. He would unify his world. Thought is not thought until it is clear enough to be expressed in plain words. People who say, “I know what I mean, but cannot express it,” do not know what they mean. They are either mentally lazy or willfully ignorant. The old grammatical definition, “a sentence is a thought expressed in words,” has deep meaning for teachers of the deaf. We are forever lamenting that our deaf pupils do not *think*. Practice in writing and comprehending sentences is, for deaf children, exercise in thinking.

Mr. Story believes that colloquial and literary English should be taught contemporaneously. He denies the oft-made claim that the oral method of instruction possesses any advantage over manual spelling in securing a good command of idiomatic language. Both methods, he asserts, offer equal opportunities in this particular.

The author of "Language for the Deaf" bluntly asks, "Are signs necessary?" and answers the question negatively:

"Nothing can adequately supply the place of words in mental development, for orderly and related thought demands their assistance, and they are as necessary to thought, as such, as to its formulation."

And again, forcibly,—

"The association between the thought and the word must be direct and intimate. We are dealing with a natural faculty—**mind**—and aim at training it to think and formulate its thoughts in the natural way. The word must, therefore, appeal directly to the mind, and never become the reminder of a sign, and that sign the first expression of the idea. It is only in this way that the habit of thought can be induced to follow the processes of normal children, and a correct expression in language be secured. This direct connection of words with things is essential in the teaching of foreign languages by hearing children. The child who translates German or French into English in order to understand its meaning does not become really proficient in his new language, and, similarly, the deaf pupil who translates English into signs, instead of directly grasping its meaning, is even far more severely handicapped in his struggle for the mastery of language."

Mr. Story, however, would allow free use of "natural gestures" in the schoolroom. These, he declares, are helpful rather than harmful to the child's language progress.

While conceding the general soundness of Mr. Story's attitude toward the use of signs in the classroom some teachers will ask: "If we are justified in allowing the 'natural gestures' of each child, why not save time by employing a conventional sign, known to the entire class, whenever a gesture seems needed to facilitate comprehension?"

It is highly improbable that signs are to-day taught by

the teacher in any classroom. Children learn signs from one another on the playground and in the playroom. It is also highly improbable that there exists in all the world a single oral school whose pupils have not, and do not use among themselves, a well-understood language of signs. "Why, then," some teachers will ask, "should not these playground and playroom signs which our oralist friends label 'natural gestures' be the meaningful motions of the really eloquent language of conventional signs, rather than a hodgepodge of pantomime originated by the immature imaginations of the children themselves?"

Unquestionably, all good teachers of English, in the higher grades, deplore and discourage the use of signs in the schoolroom, except under pressure of necessity. But deploring and discouraging in no whit alters the fact that until water runs up-hill and oak trees grow with their roots in the air deaf children *will* make signs. Isolate the deaf child, blindfold him, tie him—he will still find a way to express himself through motions. Resignation on our own part, then, or chloroform for the deaf child are the two alternatives which confront us. It is a case where a stubborn and inevitable condition knocks a desirable, even a reasonable, theory into flinders.

Mr. Story's remarks on "the importance of reading" are most valuable. He discourages reading aloud on the ground that it is unreasonable to call on deaf children to exercise voice control, correct articulation, and mental application at the same moment. He lays stress on the cultivation of the imagination, advocates school libraries and reading-rooms, and would, wherever possible, have the children own some of the books they read. He would have a museum connected with the reading-room.

Grammar, geography, arithmetic, and manual training all come in for a share of attention in this comprehensive little book, but all—even manual training—are held contributory to the main object—language.

"Is a course of lessons in language necessary? asks Mr. Story. He maintains that it is:

"We do not desire in any way to minimize the importance of continually speaking or spelling to the child. We place a high value upon such constant intercourse; but we feel that something more is required than merely to talk or spell. A definite purpose must underlie all instruction, and the very complexity of English, even disregarding the difficulties of its vocal production, requires some orderly arrangement so as to avoid the confusion which must result if the practice of 'throwing language' at the child in the hope that some of it will be 'picked up' be adopted. 'A language such as English,' he quotes from Max Müller, 'does not tumble down from the sky; and, even if it did, it would have to be picked up, and to pick up a language is not a very easy task, particularly for a person supposed to be dumb and without any idea of what language is meant for.'"

There is so much in this book that is good that one would like to quote the greater part of every page. Clearness, conviction, common-sense, and scientific insight mark the work as a whole. The "principles of its methods explained" are summed up by the author:

"1. The direct and immediate association of words with their corresponding ideas.

"2. The paramount necessity for providing the child with the fullest experience of conversational language forms.

"3. The commensurate valuation of the literary or written forms in their influence in the child's development in intelligence and expression."

In four well-planned series Mr. Story gives outlines of lessons dealing with the grammatical forms of English construction. Information lessons are interspersed. To a few teachers, perhaps, these "information lessons" may

savor a bit too much of Herbert Spencer. The book as a whole, in fact, is strictly utilitarian. But utility, in this workaday world, must precede æsthetics. No one who reads Mr. Story's preface carefully can for a moment doubt that he gives abundantly to his classes that higher inspiration which we call culture.

The aim of the first series of lessons is:

"1. To furnish the pupil with a fairly extensive vocabulary of simple words, which he may be able to associate in suitable groups, each represented by some generic term or heading permitting of intelligent classification.

"2. To put the pupil in the intelligent possession of some of the simpler sentence constructions required in every-day life; such sentences being built up from the simple word forms of their counterparts in thought. While it is not expected that the child, during the teaching of the lessons comprised in this section, will acquire complete facility of expression, even in the terms of the simple structures taught, in all their varied applications, it is certain that he will become conversant with the use of many forms from which greater fluency in the practical application of language may subsequently be developed.

"3. To cultivate the habit of observation, to develop intelligence in every possible way, and to endow intelligence with the power of expression through language."

A scheme of verb forms and headings is given in the order in which Mr. Story believes they should be taught. All the primary stumbling blocks are met in this first series—the twin enemies "ask" and "tell," personal pronouns, the most common interrogatives, etc. The amount of careful thought given to the lessons in these "Outlines" is amazing. The experienced teacher will look in vain for an omission of some difficult construction or idiomatic form.

"In the second series," says Mr. Story, "the lessons are

designed to extend the pupil's vocabulary; to classify its elements under the abstract terms representing them; to associate the simple ideas already expressed in the terms of the present, with the ideas of time, past or to come; to state such association in the verb forms and extensions required for clear expression, and to prepare for their further expansion into advanced forms in a later series."

It will be noticed that throughout all these lessons Mr. Story not only shows what to do but explains clearly why he does it—a pedagogic combination often used by mathematicians, but all too rarely by language teachers. It will be observed, also, that each step of the outline work is based on a philosophic principle. In the second series the three primary tenses of the verb and their expansion receive chief attention. Special lessons at this point deal with dialogue form, obligations of a moral kind, words showing place, position, direction, etc.

The third series marks a distinct advance in thought. The idea of comparison is elaborated. Indirect methods of teaching are more used. In short, this is one of the most interesting stages of instruction. The children have reached a development which makes them eager for more light—have reached a point where they will proudly boast, "We are having *hard* lessons now."

In the fourth series more analytical work is done than in any of the preceding series. Reading is depended upon as an aid. Specific directions are given which the teacher of advanced pupils will find helpful.

An appendix to the book presents a "Scheme of Geography" and a "Scheme of Arithmetic." Both are good.

A unique feature in connection with the "Outlines of Lessons" is a blank sheet of paper after each printed page whereon the teacher may record his own class needs, experiences, suggestions, or criticisms. Somehow these blank pages have a sentimental value. For an author of

a pedagogical work to make room within the covers of his book for anybody's opinions but his own is a new thing under the sun.

Another bit of sentiment will come to the American teacher from the title-page and the dedication. He to whom his intellectual kinship with the old mother country is precious (and to every good teacher of English such kinship must be inestimably dear) will like "Stoke-upon-Trent." He will be absurdly glad that the philanthropist to whom the book is dedicated, Edward Venables Greatbatch, lives in "Jasper House." These thoroughly English names strike deep chords, for the crowning joy of teaching language to the deaf comes when our pupils are so far advanced that we and they may live daily with the great ones who have made English literature what it is—the noblest utterance of the human mind.

May Mr. Story's kindly, broad-minded, valuable book find its way into the hands of every American teacher of the deaf from Maine to the Pacific.

SARAH HARVEY PORTER,
Instructor in the Kendall School, Washington, D. C.

A VIVID IMAGINATION—ITS ADVANTAGES AND DISADVANTAGES.

COMPAYRÉ regarded the imagination as but an auxiliary, accessory faculty of the intellectual life; one which merely intervenes on occasion, to aid or to impede in their development the other powers of the soul. Miss Edgeworth said: "Imagination is like a fire; a good servant, but a bad master." We, as educators, must concede that it is an integral factor in the process of intellectual development, and that only when it is too vivid or perverted does it become "an ornamental appendage to the mind, serving, like the peacock's tail, only to retard its progress."

A healthy imagination awakens thought, secures investigation and interest, and paves the way for the advantages which are to come to the child through literature and the sciences, as well as through his every-day experiences, where his hopes are nourished and idealized and where the stern realities of his life often need softening and sometimes embellishment.

In order to escape the disadvantages of a too vivid imagination and receive all of the advantages of a healthy vivid one it becomes the duty of parent and teacher to develop, regulate, and restrain this faculty. Jerome Allen says, "Eternal vigilance is the price of a healthy imagination culture."

It is not necessary to be constantly seeking devices to stimulate this accessory faculty, but it is most important to direct it in the right path and nourish it with well chosen, wholesome food. A child's mind offers resistance to no impressions. It is for this reason that he should come in contact with such things as are simple, delicate, and chaste, and be shielded from whatever is ugly, repulsive, and immoral.

The imagination of a child should be satisfied so far as possible, but never given over to the caprice of feeling. This often becomes antagonistic to the pursuit of knowledge. A youthful mind, surfeited with the wonders of romance, often grows discontented with its prosaic surroundings and morally unfit for the duties awaiting it.

A well-tempered vivid imagination is advantageous in many ways and quite necessary for equipoise of character, while its excess is most detrimental to good sense, energy, and rectitude of conduct.

One cannot temper an exalted and inflamed imagination by attacking it, but if it is surrounded by wholesome and nourishing aliment it is not so apt to go in search of questionable food. This aliment should consist of grains

of vigorous reasoning and morsels of judicious reflection. The mind should be kept so occupied that neither this fault nor the vicious tendency of habitual revery can be indulged in. They become a disease of the intelligence, the symptoms of which we can readily recognize in the child's habits of vague contemplation, indolence, and listlessness. When such a hopeless condition has been brought about we can agree with Pascal that the imagination is "the enemy of reason," "the mistress of error and falsehood."

All philosophers, save Rousseau, are in accord in recognizing the fact that the imagination is most powerful in its development in early childhood. Compayrè says that we can conceive of a man without imagination, but many of us would think finding a man or even a normal child without it almost as difficult as Diogenes's quest for an honest man.

A child possessing but little imagination is said to be "queer" and naturally we pity him for losing so much of the nursery joy and jingle.

The power of imitation springs from a vivid imagination and leads a child to attempt the actions, mannerisms, and appearance which he sees in others. In this line the deaf child usually surpasses his hearing brother. Being a natural pantomimist he can "take off" Miss B., imitating the attitude, gestures, and personal characteristics of that important personage, and a few minutes later with equal alacrity and ability he is converted into Miss G. The short, quick steps are now lengthened and each action is performed with the deliberation and precision seen in her every movement.

Two little deaf girls of nine or ten proved themselves quite capable of performing the ritualistic service of their church, using things at hand or purely imaginative ones for the necessary appliances. This seemed done to their

own entire satisfaction as well as to that of the unknown part of their audience.

Who would wish to destroy that sweet illusion of motherhood in which the little girl is enveloped as she sits in her little rocking-chair and sings her doll to sleep? Or who would interfere with the pleasure of the "little man" who can construct an automobile, a train of cars, a steamboat, or a plain "wagon goin' to grandpa's," out of simply a row of chairs?

A vivid imagination assists a child to convert a common pine box into a throne, a glass bead into a most precious gem, a pasteboard crown into a royal diadem, and pleasing colors of cambric into raiment fit for a queen.

Toys should not be made to serve as ornaments or to be merely observed. They should be made to be played with, and the more possibilities they offer for a child's constructive activity the better they fulfil their mission.

For a little child's out-door play what can offer more alluring joys than simply a heap of sand, a pail, and a shovel? Imagination helps the hands to construct houses, barns, fences, rivers, and even mountains, and when the novelty of their possession has worn off, to create floods and storms for their destruction—leaving the same material intact for further imaginative projects the next day.

The imaginary conversations which our "little tots" often carry on with inanimate objects are at times most amusing, and sometimes seem almost akin to the mythical beliefs of our barbaric ancestors.

It is perhaps well to distinguish two of the principal forms of the imagination, without entering into the scientific phases of their subdivisions. They are termed the Representative and the Creative. The Representative imagination is scarcely more than vivid memory—the power to recall with the eyes closed what has really been seen. The Creative is the genuine imagination. It

invents and combines under new forms the images borrowed from memory, yet it owes its often brilliant destiny to the fact that it was rocked in the humble cradle of the former. A vivid Representative imagination quickly pictures the forms of the letters of the alphabet, entire words, and even lines as they left their impress upon the mind. How often in spelling a word orally we are obliged to picture the letters forming it in this way. In drawing objects, maps, and later even in the propositions in geometry, we find a vivid Representative imagination of great value. It is a direct source of acquisition along many other lines and "it peoples our consciousness and heart with a world of images and recollections."

In order to imagine well it is necessary for the child to see well, that is, to get clear sense impressions—not a confused and vaguely conceived hotchpotch of ideas. These would tend only to obscure and confuse the imagination. A child should conceive clearly and distinctly what the senses perceive and be able to recall not only what has been seen, but to represent the things which have not been seen. When this is done the imagination becomes a most useful instrument of intuition. A child can conceive a mental picture of a person, place, or object from a simple verbal description. It is his ability to do this which we so much desire when we spread before him the panoramas of geography and history, and without which these branches become lessons repeated, memorized, and recited—leaving a permanent sum total of nil.

Jerome Allen says, "Geography is not a description of the earth's surface. It is a mental conception of a part or all of it. What we can see by the aid of the imagination is geography, all else is words." "History is the twin sister of geography. In fact it would be impossible to study history without its aid. True history consists of pictures in the mind, for history is but a series of pictures."

Memory has its great function to perform, but its hand-
maiden in these two branches is surely the imagination.

All verbal descriptions should involve a process of gradually reducing lifeless generalities to a living concrete form. A teacher has every right to clothe the dry bones of history with flesh as well as to use brilliant coloring in painting her own views of distant places. The mental pictures taken from his words are not often gotten from the printed page. This truth is shown by the story-loving little ones, who though they have mastered the nursery literature beg you to *tell* them a story.

Pictures are one of the most accessible means for developing the Representative imagination and should form a most important factor in its culture. They serve to secure the attention, to make lessons attractive, and later on to give appreciation of the artistic qualities which they represent. Unless the imagination is vivid enough to play its part in the use of pictures they are of little or no service. If from its past experiences in discernment the mind cannot see the picture transformed into a living, active, full-sized horse, or the rose changed into the moist, velvety, and fragrant flower, it is little more than so much black and white or so many pretty colors which please the eye.

Nature study opens up a world of by-paths in which the child can safely wander. The formation of the clouds, rain, and snowflakes, the flow of the sap in the plants, the budding of the leaves, the ways of different animals, the color, form, and perfume on every side, each in its way adds its share and helps to form the prelude of the beautiful myths and legends of folk-lore, poetry, and song.

The Creative or constructive imagination acts, invents, arranges, according to its fancy, magnifies, contracts, modifies in a thousand ways the elements it borrows

from reality, and groups the images furnished by the observation and memory in accordance with an ideal which it conceives.

A child with a vivid Creative imagination is delighted with the inventions of others, yet his keenest appreciation is of his own constructions. This is shown in the arrangement of his playthings, in his drawings, and after a while in the imaginary compositions which he writes. Naturally the child who has seen and heard most has at his disposal more material which can be utilized in new combinations and constructions than his less favored brother. Let the child go to the circus, to the country, and if possible travel to different places.

Fairy tales have their rightful place in a child's imagination and should bring their full share of enjoyment. We are cautioned to "be slow to dissipate their shadows and phantoms." They are not falsehoods and a child is not deceived by them, even though at times he may be frightened instead of amused. Imaginary stories are the ideal—something often more true and beautiful than the actual truth. All stories should be carefully chosen and everything which is gross or in bad form scrupulously avoided. When given in the right way they become an incentive to study as well as a preparation for the understanding of real poetry.

Literature is full of material for imagination culture, and wise is the parent or teacher who places "Little Red Riding Hood," "Robinson Crusoe," "Alice in Wonderland," Hans Christian Andersen's "Fairy Tales," "Arabian Nights," etc., in the hands of an interested child. Later on, Washington Irving's and Fenimore Cooper's works, Scott's novels, "The Last Days of Pompeii," and many others are excellent.

A child is usually given the purely fictitious stories first. The next to follow should be the narratives which

are truthfully exact. In presenting these it is well to use the language of the imagination—that is to speak in words which have color. Stern facts are embellished and animated by vivid word-painting and brilliant coloring.

The realities of life furnish no end of material which is useful along this line. The lives of such men as George Washington, Abraham Lincoln, Julius Cæsar, etc., who have played their part on the great stage of the world, are of infinite educational value.

Imagination makes history intelligible. The child should see a series of pictures passing before his mind's eye and his thoughts should dwell upon them. The portraits help to form the interesting figures, and the geographical location where the events occurred, the background.

Romances are the fairy tales of mature age. Those placed in the hands of children should be selected with great caution and they should be given with other purposes in view than to be merely entertaining.

There is perhaps no one who owes so much to a strong, healthy, and vivid imagination as Helen Keller, and no one more aware of this fact than she herself. In "A Chat About the Hand," she says (in part):

"Without imagination what a poor thing my world would be! My garden would be a silent patch of earth strewn with sticks of a variety of shapes and smells. But when the eye of my mind is opened to its beauty, the bare ground brightens beneath my feet, and the hedge-rows burst into leaf, and the rose-tree shakes its fragrance everywhere. I know what the budding trees look like and I enter into the amorous joy of the mating birds, and this is the miracle of the imagination."

CAROLINE R. SMITH,
*Instructor in the Pennsylvania Institution,
Mt. Airy, Philadelphia, Pennsylvania.*

JONATHAN LOVEJOY NOYES.

Our friend has passed
Into the silence that will know no breaking;
Our mourning and our sadness do not reach him;
He lies, in perfect stillness folded closely,
And slumbers without waking.

His spirit lives
In many a high ideal and sense of duty,
The light of hope ashine in many lives,
And these shall form, more than a sculptured marble
His monument of beauty.

AGATHA TIEGEL HANSON,
Seattle, Washington.

THE Noyes family is of Norman-English stock, the Norman form of the name having been Noye. The founder of the American branch of the family was Rev. James Noyes, who settled in Massachusetts in 1634. Members of the family played an important and honorable part in Colonial affairs. Moses Noyes, the grandfather of the subject of this sketch, fought bravely in the French and Indian War and also in the Revolution. He was one of that band of sturdy patriots who withstood the British regulars on the memorable day of Concord and Lexington.

Jonathan Lovejoy Noyes was born at Windham, New Hampshire, June 13, 1827. His boyhood was passed in the exacting toil required to wrest a subsistence from the stony soil of the Granite State. At the age of fourteen he entered Phillips Academy at Andover, where he spent one year at his father's expense. But his father's straitened circumstances did not permit him to assist further. Noth-

ing daunted, the boy, with the energy and determination that characterized his whole life, found means to complete his course at Andover by working on the farm during the summer and teaching school during the winter. He entered Yale College in 1848, took the regular course, and graduated in 1852, with the degree of Bachelor of Arts. Later the degree of Master of Arts was conferred upon him by his Alma Mater, and that of Doctor of Humane Letters by Gallaudet College, in recognition of his eminent work in the cause of the education of the deaf.

Dr. Noyes began his life work among the deaf in the fall of 1852, when he was appointed a teacher in the Pennsylvania Institution at Philadelphia. It was his intention, at first, merely to engage in the work until he earned means to take a course in theology and enter the ministry. But his mind and heart were drawn toward the deaf, and a field of usefulness opened before him, in which he decided to labor. After six years spent in Philadelphia, he accepted an offer from the Louisiana School at Baton Rouge, and taught there for two years, from 1858 till 1860. He succeeded so well that he was offered the superintendency of the school; but the Civil War breaking out just then, the school was closed, and Dr. Noyes returned to the North. He was offered, and accepted, a place in the American School at Hartford, then known as the American Asylum. There he taught for six years. Among his pupils during this time were Samuel T. Greene, Louis C. Tuck, Robert D. Livingston, Elmina D. Clapp (Mrs. W. E. Dean). In 1862 he was united in marriage with Miss Eliza Hall Wadsworth, a lineal descendant of Captain Wadsworth of Charter Oak fame, and who was at the time a teacher in the school at Hartford.

In 1866 there came to Dr. Noyes the opportunity for the exercise of those qualities of mind and character

which later distinguished him,—an opportunity that might never have come if he had remained a teacher only. In 1863 the young State of Minnesota had started a school for the deaf and the blind, with a mere handful of pupils and in an old wooden building. Three years later, the position of Superintendent becoming vacant, the Board of Directors offered the place to Dr. Noyes. He came West, and after looking the ground over he decided to accept, and thus began his great work for the deaf of Minnesota, which continued for the full period of thirty years. Under his able and energetic administration the school grew and flourished, until it was recognized as one of the foremost in the country.

On the day of the reopening of school in the fall of 1893, Dr. Noyes was suddenly attacked by lesion of the brain. He was granted one year's leave of absence, and resumed active charge of the school in 1894, continuing it until the spring of 1896, when he finally retired from the work in which he had been engaged for forty-four years in all. For nine years following he lived quietly in Faribault, in the beautiful and comfortable home designed for him by one of his own deaf graduates, who had become a successful architect. The end came suddenly. Dr. Noyes attended church on Sunday as usual, and Monday morning he went down to the post-office for the mail. At dinner his wife and daughter noticed nothing in his appearance or behavior to alarm them. They say that he seemed a little brighter than usual. About two o'clock he went downstairs, intending to do some light work on the lawn. Shortly after he was found sitting in a chair in the basement with his heart stilled forever. The funeral services were held at the home the following Wednesday, and they were of a simple and beautiful nature. As was fitting, and in accordance with what would have been his wish, he was borne to his last resting-place, reverently

and tenderly, by six of the deaf among whom he had spent the greater part of his life, and for whom he had done so much. In beautiful Maple Lawn Cemetery now rests all that was mortal of the best and truest friend that the deaf of Minnesota have ever had.

Physically Dr. Noyes was a perfect specimen of manhood, standing six feet tall, with a full and erect figure, and a firm, elastic step. These, with his broad forehead, strong features, and piercing gray eye, impressed all who saw him with a sense of the power and force of character of the man. His was a personality to command attention and respect in any gathering of which he formed a part. He was always dignified in his bearing, and his features, when in repose, bore an aspect of seeming sternness that repelled familiarity. Even those who knew him best and loved him most, who had gauged the depth of his kind and generous heart, could not approach him without some sense of awe. But no man was more social by nature than he, and no one enjoyed more thoroughly congenial association with his fellow men. He could enter most heartily into the spirit of a social gathering and contribute no small part to the enjoyment of those present. He had a strong sense of humor, provided that it was of the right kind and free from the taint of vulgarity.

In his habits, Dr. Noyes was strictly temperate. Tobacco or liquor never passed his lips. He abhorred profanity and vulgar language. His old pupils remember vividly how impressive his temperance talks in the chapel were.

Energy was a predominant trait of his character. In himself he was a striking example of the "strenuous life." He exacted the full amount of work from those under him, and set the example by working harder than any one else. Many a night, when others were resting, Dr. Noyes could be seen in his office until late, completing his own day's work. His sense of duty was so strong

that it impelled him to do things which other men in his position would have delegated to others. In the earlier days of the school, before a night watchman was employed, Dr. Noyes himself made the rounds of the boys' dormitories every night, carrying a small lantern, to see that all was well before he himself retired.

He was a strict disciplinarian, but never harsh or unjust. He inquired fully into an offense before he passed judgment and inflicted punishment. Though stern and severe when dealing with an offense, no one could be more merciful and forgiving if the offender appeared repentant and sought forgiveness. His power in dealing with refractory pupils was almost marvellous. Rebellious boys who openly defied their teacher, after a talk with Dr. Noyes in his office would return meekly to their schoolroom and ask their teacher's pardon.

Dr. Noyes's devotion to the deaf was without bounds and thoroughly unselfish. When he wrote to the Board of Directors from Hartford, accepting the superintendency of the Minnesota School, he closed his letter with the following words:

"Let us now join hands in this great and good work; let us stand shoulder to shoulder, and heart to heart, in advancing the cause of deaf-mute education and humanity in Minnesota."

In giving up his home and friends in the East to take up pioneer work in Minnesota, he himself and all his friends felt that he was acting in opposition to his material interests. But he obeyed the call of duty as he understood it. It was enough for him to see before him, beckoning him on, the possibility of a broader sphere of usefulness to the deaf. As Superintendent he was always accessible to the pupils. They went to him as they would to a father, with all their petty troubles, and he was never too busy to lay down his pen and listen patiently to the

little ones, cheer them up and encourage them, and send them away happy. He was punctilious to the verge of quixotism in answering letters from graduates or former pupils of the school. No matter how trifling the letter, how obscure and ignorant the writer, Dr. Noyes would answer the letter with his own hand, putting in some word of comfort or inspiration. Many a Saturday he spent hours in making a supply of gas in order that he might entertain the children with a stereopticon exhibition in the evening.

Dr. Noyes was a thorough gentleman in his manners. His courtesy was unfailing, and it was shown to all alike, whether humble or exalted. The simplest deaf child who rendered him a trifling favor received as courteous a "Thank you" as was given to his equals in society.

He was unquestionably great in many of those qualities which go to make up true manhood. Yet there was in his nature nothing of self-conscious pride. Though ever ready to stand firmly for what he believed to be right, he was modest about putting himself forward. If there was work to be done, and it fell in his way to do it, he did it, whether the work was great or small. Often we saw him walk down town and return carrying the mail bag, as simply and naturally as if it were the proper thing for the Superintendent to officiate as mail carrier.

Dr. Noyes was a Christian in all that the word implies. What he professed he practiced in so far as man is able. His faith in the love and guidance of an over-ruling Providence was sincere. In all his dealings with his fellow men he was guided by Christian principles. Charity invariably ruled his judgment of the words and deeds of others. Malice and scandal found no lodgment in his soul. One of his favorite Bible passages was that beautiful chapter on charity, I Corinthians xiii.

Mrs. Noyes and her daughter have received many

letters from all over the country, tendering sympathy, and expressing appreciation of the departed. We are permitted to quote a few passages from those who were, at one time, associated with Dr. Noyes:

"He was a man so truly devoted to his chosen work that his example was an inspiration to others. Such beautiful courtesy and patience, such magnificent fidelity! He gave himself—his best—so freely and cheerfully. * * * His life—a long, worthy, willing service rendered to His 'little ones.' "

"How the deaf of Minnesota will mourn! They will never have another such friend. Still, a life like Dr. Noyes's is far-reaching. Its influence never ends. He was the most unselfish man I ever knew. * * * He was such an inspiration to his teachers."

"I shall remember him as I knew him in the school, and shall always be glad that in those early years of my teaching I was associated with such a man."

"I shall always believe that the high character of the deaf in your State is largely due to the stamp that he put upon it."

"His was a life to pattern after—a life full of good deeds and noble purposes accomplished. The results of his life work can never be measured, but will go on increasing to the end of time."

Governor J. S. Pillsbury, himself one of the greatest and best of Minnesotans, said of Dr. Noyes when he heard of his breakdown in 1893:

"He is as good a man as God ever made. He is one of Nature's noblemen. I have not been Governor of Minnesota for four years and not known that."

The buildings of the Minnesota School for the Deaf will, as long as they stand, be a monument to the memory of Jonathan Lovejoy Noyes. He was present when the first stone was laid, and he watched the great buildings

rise one after another as the years passed. But he has a nobler and more enduring monument, built up of the love and reverence felt for him by the hundreds of deaf men and women of Minnesota whom his noble life and its labors have benefited.

"His life was gentle, and the elements
So mixed in him that Nature might stand up
And say to all the world, 'This was a man.'"

JAMES L. SMITH,

Instructor in the Minnesota School, Faribault, Minnesota.

GEOGRAPHY.

SEVENTY-FIVE years ago men held very vague ideas of the size and shape of the earth and where places were. The mere mention that the Russian fleet was in the China Sea would at that time have meant no more than if it were at the north pole. Since that time railroads, telegraphs, long distance telephones, cables, and steamers have made it possible to learn a great deal about the earth. Hence the innumerable text-books which have been written from various viewpoints.

In 1893 the Department of Superintendence of the National Educational Association appointed a committee of fifteen to consider and report upon the studies and methods of instruction in the elementary schools. Their estimate as to the value of Geography is as follows:

"The educational value of geography, as it is and has been in elementary schools, is obviously very great. It makes possible something like accuracy in the picturing of distant places and events and removes from the mind a large tract of mere superstition. * * * The general knowledge of the locations and boundaries of nations, of their status in civilization, and their natural advantages for contributing to the world market, is of great use to

the citizen in forming correct ideas for his daily reading.
* * * Neither the newspaper nor the book can influence an illiterate people; they can do little to form opinions when the readers have no knowledge of geography." This committee placed geography next in value to arithmetic.

Dr. Harris calls geography "the second window of the mind, through which a person learns of the organic world and its relations to the human race and to himself individually. * * * Think of one as not possessed of these distinctions in his mind, and see what imbecility would result in dealing with the world. Shut up the geographical window of the soul, and what darkness ensues."

In the work of teaching the deaf we say rightly that the learning of language is paramount in order that they may get along in the battle of life; but we must all remember that a child learns language in every study, unless we are so far behind the times as to consider that mechanical addition, subtraction, multiplication, and division make up the sum total of arithmetic, that learning a whole string of dates is history, that memorizing grammatical definitions is the all in all of language, and that knowing the mere names of every continent, ocean, sea, bay, gulf, river, island, peninsula, cape, and city in the world would be geography. While these should be taught, they must be the *means* in the hands of the teacher to get at more important ideas. There are different expressions brought out by every study by means of which the pupil may gain in language at every step.

The purpose of studying geography is to learn about man and his environment; his influence on his surroundings and *vice versa*: the earth as man's abode. To this end there are several essential subjects to be studied—the surface of the land, the bodies of water, plants, animals, minerals, and climate. Climate is the hinge by which

we correlate a country and its products. Climate is the secret by which we understand the distribution of plants and animals. To understand climate we must study to determine the relation of the earth to the sun's heat in the effect of the different zones and seasons; whether a land is mountainous or low and level; how the climate is affected by bodies of water, as streams, lakes, oceans, and ocean currents; and the changes made by the presence or absence of trade winds. To gather the relation of all of these great forces; to see their relation to the plant and animal life; to understand man's uses of these forces and the products of the earth; and to understand the industries and life of man as a resultant: that is geography.

The test of value for every teacher to apply to any subject in hand is, as one says, "the available usefulness to the student in his probable future environment." That involves the subject matter to be taught and the method of teaching it.

Knowledge of place and relative directions are the first essentials to knowing the earth in itself. In our work two questions need to be made clear to the deaf child's mind: In what direction is —— from ——? and In what part of —— is ——? They are the beginning of the numerous questions brought out in map study. Good map reading later on depends on the correct understanding of direction and place. The plan should be a broadening out from the local points of interest to the State, with its cities, towns, rivers, surface, products, industries, and climate; and from the State to world study in its most general outlines; then to detail work in map study, products, climate, and industries. Assigning the study of State geography to the fourth year's work, we may cover this general world work in six months' time and begin the detail work of our own continent.

It is absolutely necessary in the beginning of the study

of the earth in general that the pupils should perfectly understand the meanings of the new geographical terms. Then, by our choice of questions, they should learn the shape of the earth, its relation to the heavenly bodies, the positions of the bodies of land and water, and the surface of the earth in general, before going too deeply into details, else the children will be filled with a mass of names that mean nothing to them. A globe, such as is used in the schools for the blind, showing the land surface, would be the best thing to have in the schoolroom. After the general relations of the land and water surfaces are well fixed in mind, climate should be introduced in its most general character, leading on to show how the plants and animals of any section depend a great deal on the climate. Now the children are ready to study in detail the continents and countries of the world.

So much for the general plan of the subject matter. Now for a few words on some methods of presenting the subject of geography.

In the study of the earth itself, of course, maps, both political and relief, and globes, political and, if possible, relief, are necessary to explain thoroughly the relations of the land and water surfaces. Besides the hand maps with all necessary names on them, there should be wall maps, drawn in colors showing every country and without names. On all new work answers should be required in writing, and then have the pupils show how they reached their conclusions by pointing to the places on the wall map and on the globe*. But all this map work is only a prelude to the more important things.

In teaching the products, the best thing is to have samples of the raw and by-products and pictures. Let the pictures illustrate not only the product but the work

* Have the carpenter make a wooden globe and set it up. Then make a raised map of the world in putty upon it.

connected with the product. Take, for instance, the articles that have been published in *The World's Work* and *Cosmopolitan* on the various industries. I have seen no better illustrations of the work with cotton, silk, coal, wheat, lumber, glassmaking, pottery, etc., than are portrayed in these magazines. If possible, fasten all the articles about each subject on a cardboard, making it handy to pass around the class. Such topical work is productive of thought and brings out a great deal of language, because it is so interesting. For example, let us take the topic of cotton. What is the cotton plant? Where does it grow? What kind of climate is best suited for it? Is it planted every year? When do the farmers plant cotton? When does it bloom? What color is the blossom? What do the bolls contain? When is cotton picked? What do they do first with the raw cotton? To gin means what? What is done with the loose lint? Where is it sent finally? Into what is it woven? Name some cotton cloths. What are done with the cotton seeds? What is cotton-seed oil used for? So we may take up the other products and show how they create industries and are used by man. Let me speak further of the absolute need that every school should have a museum, showing even the commonest of products and their by-products. No doubt other teachers have had pupils ask if these two questions did not mean the same thing: What is flour made of? What is made of flour? The three samples of some grains of wheat, flour, and a piece of bread would show them the distinctions. Again, the subject of minerals is harder to grasp than farm crops; for instance, pupils have brought up such answers as "Men mine stoves, radiators, and hardware," instead of understanding that the crude iron ore is dug out in the form of red earth. Besides the pictures and objects, have geographical readers to be read out of school hours, and one will

sometimes be pleasantly surprised by ultra-text-book answers.

Thirdly, in regard to method, make comparisons between climates; between plant life in similar and different lands and climates; between animals of similar and different climates; between ways of living in the various lands; between the amounts of products of one country over against another. After teaching the United States begin on Europe and make comparisons, showing the pupils the similarities and differences. In the same way next treat South America and the other continents. In the study of Asia we find some new problems leading up to the adaptation of places of the earth for the abode of man. In telling the height of some mountain, make the comparison to the distance from the institution to some point and tell them to turn it straight up. Use the pupils' imaginations. Similarly compare the size of an ocean steamer. Six hundred feet means nothing to them until it is measured. The capacity of a steamer means more in comparison with so many carloads. An acre means no more than a square foot until it is measured off on the lawn. The great aim is to make them think, and not simply to memorize a statement which is not understood. The geography teacher who can draw is indeed fortunate, as he then has another way of explanation.

Draw maps, not for the sake of the map, but to illustrate the surface and drainage of a country and where the main cities are; to show where various products grow best; to impress on the mind a picture of where the factories and mills are mostly located.

In order to bring out different language from that of the text-book in the descriptive work, I have made it a rule to use at different recitations various questions and require the pupils to write what they have studied in the new form of the questions. Thus they get two or more

sentences expressing the same idea, one as learned from the text-book, and the others learned in the classroom. The old method of giving question and answer lessons can never conduce to freedom of language in expressing one's ideas.

One runs across some funny ideas lurking in the corners of children's brains. On one occasion while teaching the idea of a sphere, they all agreed that the earth resembled a ball and was a sphere, being accustomed to seeing the globe on the desk and examining it to verify ideas gained from the maps in their books, but they thought that the sun, moon, and stars could hardly be spheres. One boy expressed the opinion that the sun and moon were round with flat sides like a grindstone, and the stars could not possibly be round since they were five-pointed. Still he thought it very strange that the moon was not always round. The phenomenon of gravity was illustrated by a horse-shoe magnet. Then they realized that the people on the other side of the world did not have to stand on their heads. They never thought but that the Chinaman was always on the under side of the world and that we were always right side up. Later on I thought I had explained thoroughly how we recognized the boundary lines between States and between countries when there were no water boundaries, but discovered that one or two girls thought the boundary line must be a fence which even turned rivers from their courses. This was in answer to the question, "Why do not the rivers of Canada flow south to the Gulf of Mexico?" to bring out the thought of the surface of the land. Hence the answer that there was a fence between the United States and Canada.

The teacher should ever keep before him through all his work some end that he is reaching after. In the study of geography may we not take for our main objective the facts of the earth and how man utilizes them to make

his living? With that before our eyes, all the map studies, the learning of products, the industries, with all the whys and wherefores, will tend to lead toward the purpose for which the earth was created, man. As one has said, "Any one that would excel in teaching geography must know not only the surface of the earth, but also what is occurring there; he must be familiar with the forces that are operating, with the laws that regulate their action, with the effects produced by these forces, and the uses to which their products can be put."

In conclusion let me quote Sir Archibald Geikie. Speaking of geography, he says: "The teacher must be content patiently and thoroughly to master his subject. He should begin by divesting himself of the common notion that the teaching of geography can be taken up by anybody at pleasure. When he has realized what geography in the true sense is, he will recognize that to make satisfactory use of it for the purposes of instruction demands qualifications of no mean or ordinary kind. He will see that a wide range of reading is absolutely necessary to him, and that he must equip himself with a store of illustrations gathered from all departments of knowledge which will enable him to elucidate each subject as it arises. This is the ideal of geography teaching, and until some approach to it is reached, I cannot believe that geography will take the place it is entitled to in our educational system."

ELMER D. READ,

Instructor in the Texas School, Austin, Texas.

WHAT IT COSTS TO EDUCATE THE DEAF IN SWEDEN.

IN the *Annals* for January, 1904, there is an article by Mr. P. N. Peterson, dealing with the above question. Some of the statements in this article call for correction.

Among other things Mr. Peterson gives a short description of the organization of the instruction of the deaf in Sweden. But as this description is incomplete I beg first to give some information concerning the said organization.

For the local administration Sweden is divided into 24 counties (*lan*). Each *lan* is governed by a county council (*landsting*). Towns of 25,000 inhabitants and upwards are in the care of an administration separated from the *lan* and have their own town councils (*stadsfullmaktige*).

The education of the deaf in Sweden is regulated by the "Act concerning the education of the deaf and dumb," of 1889. By virtue of that act Sweden is divided, for the education of the deaf, into seven school districts. The first district comprises five *lan* together with the towns of Stockholm and Norrköping; the second three *lan*; the third three *lan* and the town of Malmö; the fourth four *lan* and the town of Göteborg; the fifth two *lan*; the sixth three *lan* and the town of Gäfle; the seventh four *lan*.

In each school district there is a school board of trustees, elected by the *landsting* and *stadsfullmaktige* concerned. For each full number of 90,000 inhabitants one member is elected. The number of members in a school board accordingly is not unalterably fixed.

The following table, taken from "*Nordisk Tidskrift för Döfstumskolan*," Nos. 6 and 7, 1904, gives a general view of the state of the education of the deaf in Sweden.

I.—Tabular Statement of Swedish Schools for the Deaf, 1903-'04.

A. District schools.		Pupils.			Methods.			Number of classes.	Teachers.			Pupils per teacher.
Dis.	Location.	Total	Boys.	Girls.	Oral.	Writing	Manual.		Total.	Male.	Female.	
1st	Manilla (near Stockholm),	121	66	55	79	28	14	20	17	10	7	7.1
2nd	Växjö,	91	50	41	70	12	*	10	11	4	7	8.3
3rd	Lund,	63	34	29	62	1	...	9	10	6	4	6.3
3rd	Karlskrona,	30	14	16	...	22	8	7	5	2	3	6.0
4th	Vänersborg,	161	90	71	154	...	†	17	18	8	10	8.9
5th	Orebro,	37	20	17	36	...	†	7	8	4	4	4.6
6th	Gäffe,	87	58	29	44	43	...	10	11	6	5	7.9
7th	Härnösand,	180	102	78	154	26	...	18	20	10	10	9.0
Total children in district schools,		770	434	336	599	132	22	98	100	50	50	7.7
B.	Private schools:											
	1. Hjorted§	(17)	(8)	(9)	...	8	9	4	3	3	...	6.3
	2. Tysta skolan at Stockholm,	24	7	17	24	...	...	7	5	...	5	4.8
	3. School-home for deaf-blind	6	2	4	2	2	2	6	3	...	3	2.0
C.	Total children of school age	800	443	357	625	142	33	115	111	53	58	7.2
	Institution for adult deaf at Bollnäs,	39	23	16	...	...	39	4	4	2	2	9.7
D.	Kindergarten school at Göteborg,											
	Total,	839	466	373	625	142	72	119	115	55	60	7.3

* 9 children transferred to Hjorted. † 7 transferred to Hjorted. ‡ 1 transferred to Hjorted. § This school receives feeble-minded deaf children capable of instruction from the district schools.

From the above table it appears that as a rule there is but one school in each district. The third district, forming an exception, has two schools. All the other districts have one school with one building, unless the space requires two or more buildings, which in that case are under the direction of one principal (*föreståndare*), e. g., at Vänersborg and Orebro,

512 *What it Costs to Educate the Deaf in Sweden.*

The schools included in Table I are of four sorts:

- 1: District schools } for the deaf of school age.
- 2: Private schools }
- 3: School for the adult deaf.
- 4: Kindergarten school for the deaf.

The district schools receive a grant from the State of 250 kr. (\$67.50), per pupil annually. All remaining expenses are paid by the district, *i. e.*, the concerned *landsting* and *stadsfullmaktige*.

The expenditures of the district schools are shown in Table II.

II.—*Tabular Statement of the Cost of the Education of the Deaf in Sweden, 1903.*

District.	Annual grants in kr. = \$0.27.			Number of—			Annual cost per pupil.	
	From the State.	From the District.	Total.	Pupils.	Teachers.	Number of pupils per teacher.	Kr.	Dollars.
1st	30,500	53,111	83,611	121	17	7.1	691	186.60
2nd	22,625	32,951	55,576	91	11	8.3	611	164.80
3rd	23,500	55,700	79,200	93	15	6.2	852	230.00
4th	40,000	60,165	100,165	161	18	8.9	622	168.00
5th	9,125	21,933	31,058	37	8	4.6	839	226.50
6th	21,625	40,573	62,198	87	11	7.9	715	193.00
7th	45,000	46,000	91,000	180	20	9.0	505	136.40
Total	192,375	310,433	502,808	770	100	*7.7	*653	*176.30

*On an average for the whole country.

From this table it may be gathered that the expenses for the instruction of the deaf in Sweden are by no means so high as appears from Mr. Peterson's calculations. He chose the most expensive school in the whole of Sweden. Therefore he came to the result that the education of one deaf-mute in Sweden comes to 856 to 865 kr. (= \$231 to \$234), while in reality the expense in question varies from 505 kr. (\$137) (in the seventh district), to 852 kr

(\$230) (in the third). *The average cost of maintenance and education of the deaf in Sweden thus amounts to about 653 kr. (= \$176.30), per capita.*

As for the methods used in the Swedish deaf schools it may be noticed that there are three, viz., the oral method (speech and lip-reading together with writing), the writing method (manual alphabet and writing, thus the nearest equivalent to the American "manual alphabet method"), and the manual method (signs combined with writing).

In two of the district schools (Vänersborg and Örebro), the oral method is solely used. In the other district schools the pupils are at present (it is not always the same), divided on two or three lines: oral, writing, and manual. All three of those lines exist in merely one school (Manilla, near Stockholm). In four schools (Växjö, Lund, Gäfle, and Härnösand) there are two lines: oral and writing (in Lund there is at present but one pupil on the writing line). The Karlskrona school is organized on a writing and a manual line.

The school at Hjorted is intended for such feeble-minded deaf children as are not included in the Act of 1889, but are capable of instruction. Such children are transferred to the said school from the second, fourth, and fifth districts. The instruction is carried on by the writing and manual methods.

In the *tysta skolan* (silent school), at Stockholm, the oral method is followed.

The educational institution at Bollnäs is entirely maintained by the State and is intended for deaf persons who had passed the school age when the Act of 1889 came into operation. The manual method is used, combined with writing. This school is likely to be discontinued next year.

I do not know exactly how great the average cost *per capita* is for the education of the deaf in the more con-

spicuous American schools, but I am convinced that the sum is higher than in Sweden. Considering the limited resources placed at the disposal of a small country, much has been done for the deaf in Sweden both publicly and privately; and the education of the deaf in this country no doubt can bear comparison with that of any European country, in spite of the fact that we now must lose our pupils at the time (15-16 years of age) when their minds are awakened and the most fruitful work should begin. If we had greater resources, we should be in a position to retain our pupils some years longer than at present, and then our educational results would rise to a higher standard than is possible in the present state of things.

ERNST AURELL,

Instructor in the Gäfle School, Gäfle, Sweden.

AN INQUIRY INTO THE AGES OF FATHERS AND MOTHERS AT THE BIRTH OF DEAF CHILDREN.

1. Tables showing the average ages of fathers and mothers at the birth of deaf children, in connection with the sex of the children, the nature of the deafness (congenital or adventitious), and the degree of deafness.*

* These tables are taken from P. J. Fehmer's "*Statistique des Sourds-Muets en Hollande*" (December, 1904) reviewed in the *Annals* for March, 1905, page 256. The statistics relate to the 787 pupils instructed in the Rotterdam School for the Deaf during the fifty years of its existence (1853-1903) and the deaf of the Netherlands reported in the Censuses of 1869 and 1889. (In 1879 and 1899 there was no enumeration of the Deaf.)

A. At the birth of the

Average ages of the	girls	boys	girls	boys	pupils		girls	boys	pupils
	born						born deaf		
	totally		not totally		totally	not totally			
	deaf.								
	Fathers.....	34.7	34.0	34.8	32.3	34.8	33.3	34.7	33.6	34.0
Mothers.....	30.3	30.8	31.2	30.4	30.6	30.7	30.6	30.7	30.6

B. At the birth of the

Average ages of the	girls	boys	girls	boys	pup'ls		girls	boys	pup'ls
	having become						having become deaf after birth.		
	totally		not totally		totally	not totally			
	deaf after birth.								
Fathers.....	33.1	32.8	33.4	33.3	32.9	33.3	33.2	33.0	33.0
Mothers	31.1	30.8	31.1	30.9	30.9	31.0	31.2	30.8	31.0

C. At the birth of the

Average ages of the	totally		not totally		totally		not totally		deaf		
	deaf										
	girls	boys	girls	boys	pupils		girls	boys	pupils		
	Fathers.....	34.1	33.4	34.3	32.8	33.7	33.4	34.1	33.3	33.6	
Mothers	30.6	31.7	31.3	30.7	30.7	30.9	30.9	30.7	30.8		

2. Before proceeding with the deductions to be drawn from these tables, it must be premised with respect to every striking appearance among the numbers that we can make two suppositions, viz: either the appearance (first) is casual; or (second), it is not casual, but there is a causal connection between it and the supposed data.

In the first case every reasoning or deduction here following is excluded. It is quite impossible to come at rules more or less probable; and we advance not at all in knowledge of the causes of deafness.

Since the inquiry has the intention to trace how far there is a connection between the data and the conclusions, we can conveniently set aside the supposition that the remarkable numbers are casual. Even though running the risk of making deductions which later will appear to have been not exact enough, we are nevertheless bound to make them, accepting them conditionally, and leaving to later inquiry or other inquirers the task of correcting our errors and establishing more exact conclusions.

3. First of all let us examine the most general case. The A. A.* of the fathers at the birth of deaf children is 33.6 years. This number in itself is of no consequence.

4. We have no other numbers to compare with these; no A. A.'s of fathers at the birth of normal children, nor of blind, idiotic, feeble-minded children, etc.

5. Therefore we must divide our pupils into (a) the congenitally and adventitiously deaf; (b) the totally and not totally deaf; (c) females and males.

6. *First Division.* We put the separation of the congenitally deaf from the adventitiously deaf first, because congenital deafness is more closely connected than adventitious deafness with the physical and intellectual defects of the parents. Adventitious deafness is liable to be occasioned by casual additional circumstances, though it is possible, of course, that a child may come hearing into the world with the predisposition, received from the parents, to become deaf later from additional circumstances. It is, however, evident that the separation of the congenitally deaf from the adventitiously deaf gives the greatest opportunity to observe the difference in the cases.

* A. A. = Average Age.



J. L. Noyes,

7. The A. A. of the fathers at the birth of congenitally deaf children is 34 years. The A. A. of the fathers at the birth of adventitiously deaf children is 33 years. We remark between these numbers the great difference of one unit, and that the A. A. of the fathers is greater at the birth of the congenitally deaf than of the adventitiously deaf; thus in the less favorable circumstance that the children are born deaf, the A. A. of the fathers is greater than in the more favorable circumstance that the deafness has occurred after birth.

8. *Second Division.* Secondly, we divide the pupils according to the degree of their deafness into the totally and not totally deaf. In both groups congenitally and adventitiously deaf are to be found. However we have the probability that a difference will appear in the numbers, since it is possible that a less favorable physical or intellectual condition of the parents may have for consequence a stronger degeneracy of the children.

9. The A. A. of the fathers at the birth of totally deaf pupils is 33.7 years. The A. A. of the fathers at the birth of pupils not totally deaf is 33.4 years. The difference is 0.3 years; not so great as with the first division. Certainly this difference in itself would not be sufficient to ground decisions upon. When we observe, however, that this difference corresponds with that found in the first division, viz: that in the less favorable case the age is greater, then it obtains for us considerable value.

10. *Third Division.* Thirdly, we divide the pupils according to the sex into females and males. Here we cannot determine *a priori*, as we can with respect to congenital and adventitious, total and not total deafness, which of the two circumstances is the more and which the less favorable one. Let us therefore consider the numbers, and the difference between them. Then, by comparing with the two other divisions, it may be possible to solve this difficult question.

11. The A. A. of the fathers at the birth of deaf females is 34.1 years. The A. A. of the fathers at the birth of deaf males is 33.4 years, giving a difference of 0.7 years. Analogically with the two preceding divisions, where the greater age belonged to the less favorable circumstance the birth of a deaf female ought to be denominated, from a statistical point of view, as less favorable than the birth of a deaf male.*

12. We advance in consequence of the three divisions which have been made, to the following:

First Deduction. If we divide the deaf into two groups, according to a less and more favorable circumstance of the same sort, we shall find the higher A. A. of the fathers at the birth of the children where the circumstance is the less favorable of the two.

13. After these divisions and this first deduction, the question arises: Are there further means to convince ourselves of the greater or less probability of the deduction?

14. Therefore, it should be once more stated that with the congenitally deaf there is the greatest opportunity to observe the influence of the parent upon the constitution of the child.

Relying thereupon, we will now apply the method of division used with success in the foregoing paragraphs to the group of the congenitally deaf. We divide this group again in two ways. Nowhere more than here must this method of inquiry give conclusive results.

15. *Fourth Division* (the congenitally deaf divided into the totally and not totally deaf). The A. A. of the fathers at the birth of children born totally deaf is 34.3 years. The A. A. of the fathers at the birth of children born not totally deaf is 33.3 years. The difference is a whole unit, and it corresponds with the difference in the fore-

* This conclusion does not refer to the position of the deaf female in society.

going cases; thus supporting the probability of the first deduction.

16. *Fifth Division* (the congenitally deaf divided into females and males.) The A. A. of the fathers at the birth of the female congenitally deaf is 34.7 years. The A. A. of the fathers at the birth of the male congenitally deaf is 33.6 years. The difference is 1.1 years, and it corresponds with the difference of the foregoing cases, thus supporting the probability of the deduction of § 11.

17. *Sixth Division.* If we apply to the children born totally deaf the only division still possible, viz., into females and males, then the probability of the deduction must follow too.

18. The A. A. of the fathers at the birth of females born totally deaf is 34.7 years. The A. A. of the fathers at the birth of males born totally deaf is 34.0 years. The difference is 0.7 years, and it corresponds with the difference in the foregoing cases.

19. *Seventh Division.* The last occasion to try the deduction exists in dividing again the pupils who are in the less favorable circumstance of the second division into females and males (see § 9).

20. The A. A. of the fathers of totally deaf females is 34.1 years. The A. A. of the fathers of totally deaf males is 33.4 years. The difference between these two numbers is 0.7 years. This is certainly great enough to take into consideration; and, what is again very remarkable and pleads effectually for the probability of the deduction, it corresponds with the deductions of the foregoing paragraphs, viz., in the less favorable circumstance there is the greater age.

21. *Eighth Division.* A striking corroboration of the probability of the deduction we may obtain by comparing the congenitally deaf (a) in the least, and (b) in the most favorable circumstances. The first group is that

of the females born totally deaf; the second is that of the males born not totally deaf.

22. The A. A. of the fathers at the birth of females born totally deaf is 34.7 years. The A. A. of the fathers at the birth of males born not totally deaf is 32.3 years. The difference is 2.4 years, and it corresponds with the differences previously found—a striking argument for its probability.

23. Congenital deafness is only one of the forms in which degeneracy appears. It is possible (statistics are not at our disposal) that a similar deduction is to be made from other kinds of degeneracy. The probability thereof is very great. What is the case with deaf-mutism is probably also the case with other abnormalities.

Taking that into consideration, and of two appearances which go together assigning that for cause and the other for consequence which must logically be so taken; at the same time noticing that a higher average age refers to absolutely higher ages among the composing elements, we determine the probability of the

Second Deduction. A higher age of the father (at the birth of a child), gives liability to a child affected with a less favourable peculiar quality or abnormality, and one in stronger measure abnormal according as the age of the father is higher.

24. We can make an analogical inquiry into the A. A. of mothers at the birth of deaf children. This inquiry has been made following the same method. Since repeating of it here would take too much space, we give only the results.

25. Where the differences in the 8 divisions (§§ 7, 9, 11, 15, 16, 18, 20, 22), for the fathers were 1.0; 0.3; 0.7; 1.0; 1.1; 0.7; 0.7; 2.4; those for the mothers are respectively 0.4; 0.2; 0.2; 0.1; 0.2; 0.5; 0.1; 0.1; showing that with a less favorable circumstance for the children

is connected a lower A. A. of the mothers at the birth of these children.

26. We reach thus the

Third Deduction. If we divide the deaf into two groups according to a less and a more favorable circumstance of the same sort, we shall find the lowest A. A. of the mothers at the birth of the children, where the circumstance is the less favorable of the two.

27. In a similar way as in §23—but, since not so unconditional, with less probability—we deduce from the third deduction, the

Fourth Deduction. A lower age of the mother at the birth of a child gives liability to a child affected with a less favorable peculiar quality or abnormality, and one in stronger measure abnormal, according as the age of the mother is lower.

28. The A. A.'s of the mothers (see §25), do not differ so much as those of the fathers in the foregoing cases. It is therefore—and at the same time on account of the character of the fourth deduction being more conditional than the second—that we can state the

Fifth Deduction. A higher age of the father at the birth of a child implies a greater liability to a child affected with a less favorable peculiar quality or abnormality than a lower age of the mother.

29. As an apparently necessary consequence of the second and the fourth deductions, we have the

Sixth Deduction. Where, at the birth of a child, a higher age of the father is connected with a lower age of the mother, there is the greater liability to a child affected with a less favorable peculiar quality or abnormality and one in stronger measure affected by the abnormality.

30. We see the great probability of the sixth deduction corroborated in the pupils in the most unfavorable circumstances—the females born totally deaf, when the A. A.

of the fathers at the birth of these girls (34.7 years) is compared with the A. A. of the mothers (30.3 years), giving a difference of 4.4 years, which is the maximum difference shown in the tables.

31. We see the great probability of the sixth deduction corroborated again in the tables A and B, wherein we find nine times, in each of two cases standing more immediately in connection with each other, in the less favorable circumstance a greater difference between the A. A.'s of the father and the mother than in the more favorable circumstance.

32. With the adventitiously deaf we do not meet the appearances stated in the first and third deductions (see Table B). That was to be expected, since with most of these children the condition of the parents has not any influence on the deafness of the child, as this originated after birth from different additional causes. The number of deaf children where the predisposition to become deaf after birth has already been implied in the parental constitution is too small to exert a marked influence.

That the deductions do not hold good for the adventitiously deaf, therefore, serves to confirm the probability of all the foregoing deductions.

P. J. FEHMERS,
*Instructor in the Rotterdam School,
Rotterdam, Netherlands.*

SCHOOL ITEMS.

Arkansas Institute.—Mr. Frank B. Yates has resigned the superintendency on account of poor health. He is succeeded by Mr. Arthur G. Mashburn, who has been a teacher in the Institute for several years and formerly taught in the Washington State School. Other resignations are Miss Frances Lowrey, to teach in the American School at Hartford, Miss Ida C. Lea, to be married to Mr. Mashburn, Mr. I. S. Humbert, Miss Pauline B. Camp, and Miss Effie Hart. New appointments are Mr. Ashbel Webster Dobyns, of the Washington State School, Mrs. Kate Shibley, Mr. Ki Loyd, Miss Josephine Avendino, Miss M. Lester Stanback, Miss Ethel Barker, and Mr. W. W. Humphries.

Illinois School.—Mr. Ezra S. Henne, late of the Iowa School; Miss Stella Stewart, late of the Pennsylvania Institution; Miss Artingstall, of Chicago; and Miss Anne Young, of Jacksonville, Illinois, have been added to the corps of instructors.

Indiana Institution.—Mr. Ezra G. Valentine, a teacher in this Institution from 1873 to 1876, died suddenly at his summer home at Battle Lake, Minnesota, August 19, 1905. Mr. Valentine was a graduate of Beloit College and taught for four years in the Wisconsin School before going to Indiana. Since 1876 he has practised law with great success, first in Chicago and then in Breckenridge. As a teacher of the deaf he was brilliant and original. At the Seventh Convention of American Instructors he read an able paper in favor of following the English order of words in making signs, and later contributed an article on the same subject to the *Annals*. While he was connected with this Institution false and malicious charges were brought against him and Dr. MacIntire, then the Superintendent. Both were acquitted of the charges by a joint investigating committee of the trustees and of the Legislature, and both afterwards sought and obtained redress from the law courts.

Kentucky School.—Rev. Leveus Eddy, a teacher in this School for the past thirty-two years and a teacher of the deaf for forty-seven years, died September 28, 1905, aged seventy-one. His death followed instantaneously upon a fall, which was probably preceded by an attack of heart failure. He had spent the morning in his schoolroom and seemed in his usual health. Mr. Eddy was born in Cazenovia, New York, and was graduated from Williams College. He taught for fourteen years in the Wisconsin School and was Superintendent of the West Virginia School for one year before going to Kentucky. While teaching in Wisconsin he was married to Miss M. O. Taylor, who with two children, a daughter and a son, survive him. Mr. Eddy was a man of quiet, scholarly tastes and devoted much of his time outside the schoolroom to scientific experiments. He was the author of an article on "The Relations of Deaf-Mutes to the Hearing World," published in the *Annals*, vol. xxiii, pp. 226-231.

Manitoba Institution.—Miss Maude Ruckley, a teacher of several years' experience in England, has been appointed teacher of articulation.

Michigan School.—Miss Blanche Blakely, Miss Mary Beagle, Miss Minnie Brabyn, and Miss Emma Farnum have resigned to be married. Miss Aldah Buchanan has resigned to teach in the Minnesota School. Miss Abigail Buckingham has been granted a year's leave of absence to study kindergarten work in Chicago. To fill these vacancies Mr. O. C. Stevens, B. A., a graduate of this School and of Gallaudet College, and Miss Gertrude Lyon, Miss Florence Thayer, and Miss Louise Galliver, graduates of the Flint High School, have been appointed. The three ladies were trained for the work in this School.

A new class has been created designated as the "Introductory Class." Any pupil who successfully passes the examination prescribed by Gallaudet College will be taken into this class and prepared for entrance into the Freshman Class at Gallaudet. Mr. J. M. Stewart takes charge of the new class. The painting and decorating department has been discontinued for want of funds.

Minnesota School.—Dr. Tate has been suffering for several weeks from a very severe attack of rheumatism. The two boards of directors have given him three months' rest for recovery and have appointed Mr. J. L. Smith Acting Superintendent.

Three teachers, Miss Park, Miss Scheetz, and Mrs. Renfro, have resigned, and five new ones have been appointed, viz: Mr. Victor R. Spence, B. S., a graduate of this School and of Gallaudet College and late supervisor in this School; Miss Aldah Buchanan, from the Michigan School; Miss Elise C. Engleman, late supervisor in the Kentucky School; Miss Mathilde Stodghill, who has had experience in common schools and studied oral methods at the Pennsylvania Institution; and Miss Annie R. Dixon, who studied oral methods at Miss Garrett's Home for Training in Speech.

Ontario Institution.—Miss Caroline Gibson, of the articulation department, has resigned to be married and is succeeded by Miss Agnes Gibson, who was trained for the work at the Clarke School. Mr. Madden has retired on account of the abolition of the boys' monitor class and is now engaged in business in Nashville, Tennessee.

Texas School.—Mr. B. F. McNulty has resigned the superintendency and is succeeded by Judge N. A. Cravens, who was private secretary to Governor Sayers during his four years of office and has hitherto filled the same position with Governor Lanham.

Washington State School.—Mr. A. W. Dobyys, Miss Olive Newlin, Mrs. Cecilia Watson, and Mr. Henry Guenther have resigned and are succeeded by Mr. and Mrs. E. S. Tillinghast, Miss Cora B. Satterly, and Mr. Paul Martin.

Wisconsin School.—Mr. Warren Robinson, with the co-operation of Mr. E. W. Walker, Superintendent, has prepared "A Suggestive Manual for the Use of Parents and Pupils," which is published by this School in a handsomely printed pamphlet of 44 pages, with illustrations. The subjects treated are "The Deaf in the Family," "The Manual Alphabet," "Signs," "Home Instruction," "Speech," "The Semi-Mute," "The Semi-Deaf," "The Blind-Deaf," etc., etc.

There are also lists of words and expressions relating to various environments, as the home, the farm, the town or city, professions and trades, hygiene, travelling, games, etc. The work is partly original and partly compiled, and is well adapted to be useful to parents, teachers, and pupils.

Miss Emily Eddy, a teacher in this School for thirty-eight years and a sister of the Rev. L. Eddy, whose death is mentioned above, died in Delavan, Wisconsin, September 14, 1905, of apoplexy, aged seventy-five. She was born at Mt. Auburn, New York, and educated at Holyoke Seminary. She became a teacher in this School in 1857, and resigned in 1895. She was the first woman teacher employed and was the first teacher of articulation. Through her long connection with the School, her excellent Christian character, and her devotion to the work, she exerted an unusual influence for good upon both pupils and associates.

Wisconsin Day-Schools.—Miss Frances Wettstein, of the Milwaukee School, has prepared a "Language Plan for the Wisconsin Day-Schools for the Deaf," which is issued in a pamphlet of 102 pages by Mr. C. P. Cary, State Superintendent. The plan is conscientiously and thoroughly worked out for eight successive grades, and is taken up under the headings of "Conversation," "Reproduction," "Composition," "Action Work," "Language Forms," "Grammatical Drill," "General Questions," and "Quick Lip-reading." While its special purpose is to instruct and guide inexperienced teachers, and to unify the work of the Wisconsin Day-Schools, its suggestions, illustrations, lists of idioms, and drill-work will be found helpful to all instructors of the deaf.

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These offers will hold good until January 31, 1906. Address

THE EDITOR OF THE ANNALS,
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OF
THE DEAF,

EDITED BY

EDWARD ALLEN FAY,

UNDER THE DIRECTION OF

R. O. JOHNSON, OF INDIANA, F. D. CLARKE, OF
MICHIGAN, J. H. JOHNSON, OF ALABAMA,
A. L. E. CROUTER, OF PENNSYLVANIA,
AND J. W. JONES, OF OHIO,

Committee of the Conference.

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AMERICAN ANNALS OF THE DEAF.

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JANUARY, 1906.

TWO INTERNATIONAL CONGRESSES.

Our foreign exchanges contain reports of two International Congresses in the interest of the deaf held at Liège, Belgium, last summer.

One of these—the “Free Congress”—was organized in the face of bitter opposition by the Federation of the Deaf-Mute Societies of Belgium. This Congress was first in the field and held its meetings in an unattractive hired hall from the 12th to the 18th of August. 181 delegates from Belgium, England, Finland, France, Germany, Italy, Norway, and Spain were present. They were mostly deaf people of Belgium and France, but among the hearing men who took an active part in the proceedings were Mr. Ferreri, of Italy; Mr. Landrain, Mr. Rouma, and Mr. Herlin, of Belgium; Rev. W. Blomfield Sleight, of England, and Dr. Kuntze, of Germany. Prominent deaf persons were Mr. Gaillard, Mr. Cochefer, and Mr. Graff, of France; Mr. Bothy and Mr. Deknop, of Belgium, and Mr. Micheloni, of Italy. The President was Mr. L. J. Bothy, of Brussels, the deaf editor of *Le Sourd-Muet Belge*, to whose efforts the holding of the Congress was chiefly due.

In this “Free Congress” the deaf and the hearing met on equal terms in one body, the debates were open to all, and subjects of vital importance were discussed with perfect free-

dom. The proceedings read more like those of an American public meeting than of a European congress. Resolutions were adopted, for the most part unanimously, but only after full and lively discussion, favoring:

1. Control of schools for the deaf by the ministry of public instruction.
2. Laical instruction, free and compulsory.
3. Teachers of the deaf to be placed on the same plane as other teachers.
4. Normal schools or classes for the preparation of teachers.
5. Classes for very young children and separate schools for the backward.
6. Schools or classes for higher education.
7. Instruction in speech for all children on their admission to school, this instruction to be continued for all who can profit by it; for those who cannot, writing to be the means of instruction; the use of signs and the manual alphabet to be permitted the pupils out of school hours.
8. Signs to be used in public lectures.
9. Separation of schools for the blind from those for the deaf.
10. Limitation of the number of pupils in oral classes to six, and in other classes to twelve, where means permit.
11. Industrial training in schools where means permit.
12. Appointment of a commission in every country to study the question of industrial training.
13. The dissemination of the manual alphabet in common schools.
14. International unification of the sign language as a universal language.
15. Appointment of committees to secure places for pupils after leaving school. Encouragement of the deaf to enter ordinary workshops on equal terms with hearing persons; where this is absolutely impossible the establishment

of special shops for deaf workers. Admission of the deaf to national and municipal employments.

16. Admission of the deaf to benevolent and mutual aid societies on equal terms with hearing persons.

17. The establishment of national and international federations of the deaf.

18. The adoption of "Esperanto" as the language for the publication of international reports.

19. Homes for the aged and infirm, excluding cases of tuberculosis and contagious diseases.

20. Supplementary courses for adults in the schools, especially to make them acquainted with the laws of their respective countries.

21. Establishment of an international review for the study of abnormals.

The rival "Official Congress" in many respects presented a remarkable contrast to the "Free Congress." It met in the halls of the Palace of the University from the 20th to the 22d of August. Its organizers were some of the Belgian deaf, their friends and former teachers, who had personal objections to the promoters of the "Free Congress." They succeeded in obtaining the recognition, sanction, and support of the Belgian government, the Liège municipality, and the Committee of the Universal Exposition held in Liège last summer; consequently they were able to carry out their plans in much more elegant style than the impecunious organizers of the "Free Congress." For the members of the Official Congress there was a convenient place of meeting, a reception by the burgomaster of Liège with champagne and cigars, free admission to the Exposition and reduced price of admission to the side-shows, a banquet, excursions, and other privileges and luxuries.

About 600 persons were enrolled as members of this Congress, 250 hearing and 350 deaf. Nineteen countries were

officially represented, viz., the Argentine Republic, Belgium, China, Denmark, Ecuador, England, France, Guatemala, Italy, Luxembourg, Mexico, the Netherlands, Paraguay, Peru, Portugal, Roumania, Spain, Sweden, and Venezuela. Important countries not thus represented were Australia, Austria, Canada, Germany, Japan, Russia, Switzerland, and the United States.

It is a matter of surprise at first glance to find in the list of countries represented several that have not shown much interest in the education of the deaf; in fact, some that have no schools. The explanation is that from most of these countries the delegates were men connected with the foreign legations or the Exposition, who, being on the ground, were appointed to represent their respective governments in recognition of the official invitation extended by the Belgian government. Their names added dignity to the occasion, but they contributed nothing of value to the proceedings.

Of persons whose names are familiar to instructors of the deaf there were present Father Stockmans, Father Gilbert, and Mr. Snyckers, of Belgium; Mr. Dupont, Mr. Baguer, Mr. Hugentobler, and Mr. Dubranle, of France; Mr. Roorda and Mr. Fehmers, of Holland; Mr. Perini and Mr. Micheloni, of Italy; Mr. Nordin, of Sweden, and Mr. Van Praagh, of England. Mr. Ferreri, of Italy, was present as a spectator, but did not participate in the proceedings. His sympathies were entirely with the "Free Congress."

The deaf and the hearing members of the Congress met in two separate gatherings except for the opening and closing sessions. Mr. Micheloni protested against this separation, but in vain.

The President of the Hearing Section was Father Amadée Stockmans, Superior General of the Brothers of Charity of Ghent, who was one of the leading members of the Hearing Section of the Paris Congress of 1900. The President of the

Deaf Section was Mr. Robert Dresse, a wealthy deaf resident of Liège.

In his opening discourse Father Stockmans announced that no discussion of methods of instruction would be permitted, giving as the reason for this decision that "partisans and adversaries of the oral method have taken such positions that only time, experience, and a more just appreciation of the facts can bring them to change their opinions." In both sections, accordingly, the question of methods was for the most part ignored, though in the discussions of the Hearing Section there were incidentally some expressions of approval of the oral method, and in one of the resolutions of the Deaf Section there was slipped in a good word for the sign language.

The proceedings of the "Official Congress" seem to have been cut and dried in advance, and the discussions and resolutions alike lack the spontaneity, animation, and adaptedness to the present day that characterize those of the "Free Congress." Mr. Ferreri says in *L'Educazione dei Sordomuti* that the "Official Congress" in his opinion represented the past and the "Free Congress" the future. The "Official Congress" made upon him the impression of retrogression and left his spirits in a sad state of depression. A fair idea of the limited scope of the proceedings of the Hearing Section may be had from the resolutions adopted. They favored:

1. The retention of children in their homes until at least five or six years of age, but the establishment of infant schools for those who cannot receive a suitable education at home; the use of pictures, picture books, specially prepared books, and selected books in elementary instruction.

2. Industrial training in schools, when possible, with practical instruction in industrial design; provision for the apprenticeship of pupils after leaving school; the choice of a trade to be determined by the wishes of the parents, the

tastes and aptitudes of the pupil, the place where he will reside, and the social position of his family.

3. The promotion of societies of mutual aid, the finding of places for pupils to work when they leave school, and homes for the aged and infirm.

We have no detailed report of the proceedings of the Deaf Section, but the resolutions adopted by it indicate a somewhat broader and less hackneyed range of discussion than that of the Hearing Section. One of its resolutions, however, seems beneath the dignity of an International Congress and unworthy of the deaf; it stands in marked contrast to the manly action of the deaf of Austin, Texas, who last year petitioned the legislature to repeal the law which exempts the deaf of that State from paying a poll tax. The resolutions of the Deaf Section favored:

1. The admission of young children to hearing schools before they attend special schools; infant schools for children from three to six years of age; in these schools kindergarten methods, drawing, gymnastics, pictures, lip-reading, articulation, and the sign language to be used; collections of books and travelling libraries.

2. Industrial instruction in school and apprenticeship with thorough inspection after pupils leave school.

3. Mutual aid and insurance societies and an international union with its headquarters at Brussels.

4. Committees to procure places for pupils to work after they leave school.

5. A legal interpreter and a lawyer for the deaf at every important center.

6. Agricultural asylums and houses of retreat exclusively for the deaf.

7. Special schools for backward deaf-mutes and idiots.

8. The exemption of the deaf, as well as the blind, from paying the tax on dogs that are indispensable to them.

9. Congresses in the interest of the deaf to be held at least once in four years.

E. A. F.

HOMES OF DEAF CHILDREN.

[While the author of this article is a teacher in a day-school for the deaf, her point of view is not merely that of such a teacher. For eight years she has served on the School Committee of Quincy, Massachusetts, has specialized as a student at Radcliffe College in economics and sociology, has collected rents among working people, and has helped in workingmen's clubs.—E. A. F.]

THE principal of one of the large institutions for the education of the deaf once said to the present writer something like this: "Our children come from such miserable homes, the influences which surround them are so bad, and the poverty so extreme, that I wish I might keep them at school the year round and never let them go home from the time we get them until they are graduated." To one educated in the public schools of a large New England town, accustomed to association in the playground, at the library in public meetings, and in the various community interests of New England with all classes above the dependent, this seemed an extreme statement. The large majority of the homes of which she had knowledge, homes including all social classes, were far from "miserable," the influences were not to be lumped as "bad" by any means, and the poverty was not extreme. Conversation on the subject, however, conversation with principals and teachers representing ten institutions for the deaf in seven or eight different States, revealed a prevailing opinion which may be summarized about as follows: "A very large majority of the homes are so poor, the parents are so ignorant, and the associations are so bad that there can be no question that the deaf children are infinitely better off in even a fairly ordered institution than they could possibly be at home.

"There is, of course, a small percentage of deaf children who come from a better class of homes, including a very

obtained by other teachers or school employés or reliable friends who have visited them.

Consideration, class by class, has purposely been avoided, except in one case, and much care has been taken to prevent identification.

It must not be supposed that what follows is in any case the result of guess-work or deductions drawn from a single flying visit. Other teachers and persons connected with the school have visited many of the same homes. In many cases the writer has made several visits and in many others members of the family or friends have accompanied the deaf child to school every day for years. The ties which bind a day-school teacher of the deaf to her pupils are numerous and strong, and her knowledge of the daily home life often detailed. But the recent visits served to give coherence to previous information.

This article does not undertake to deal with the question of the relative merits of day-schools and institutions. It does not touch upon the education of the deaf at all. It merely attempts to find out whether "a large majority" of the homes which contain the deaf children known to the writer are "poor, miserable, and degraded" or not.

It happened that every home in one class of nine was visited at about the same time, and so that group will be considered first.

Four families owned the houses in which they lived; one a handsome suburban estate, one a city lodging-house, fronting on a park, one a comfortable house of ten rooms or so, surrounded by garden and fruit-trees, and one a cottage in a poor neighborhood, the deaf child's family occupying the upper floor.

The fifth child lived in a house* in one of the best suburbs

* "House" in this article will connote a single dwelling-house entirely occupied by one family.

in a good neighborhood, the sixth in a flat in a quiet place in a city near Boston, the seventh in a small house in a wooden block in a crowded district, the eighth in an old single house left over in another crowded district, and the ninth in a three-room upstairs tenement in yet another crowded district. In each one of these crowded districts there was ready access to the public parks and playgrounds, and in all but one case to public gymnasiums, swimming-tanks, or the salt water itself. Good sea-bathing in the season is within a short walk of most parts of South Boston, East Boston, the South Cove, the North and West Ends, Washington Village, and Charlestown, which contain the poorest districts in Boston, and the city provides bath-houses and free instruction in swimming.

What kind of life did the four walls enclose in each case? Two families would be termed very prosperous anywhere. Business in one case and a profession in the other furnished good incomes, the parents were educated people, and the social position very desirable. Two others were comfortable with the comfort which keeps its possessors in the middle class, city employment of a high grade in one case and a good salary in the other, added to some private means in both instances, making life easy. Another family consisted of two women, both breadwinners, and the deaf child; the combined earnings of the two women amounted to about a third more than the wages of a laboring man hereabouts, and the manner of living was that of refined middle-class people.

The remaining four families were poor; none, however, lived in abject poverty, nor even very near the dividing line which separates the dependent from the independent classes. One father was a well-paid dock laborer, and two grown-up girls added to the family income. Food and clothing were good, there were summer vacations in the country, membership in local clubs and gymnasium, open-car rides, library, and church to furnish the social side of life.

The next home would have been similar but for drinking habits in the father. Grown-up girls in this case also contributed to the support of the family, but the father's earnings were so uncertain that the mother had to go out to work and take work in. A very loving kindly spirit which seemed to unite this family in its misfortune was most marked.

The next home was a working man's boarding house. There was a certain rude plenty evident, but none of the graces of life which in differing degrees certainly existed in all the homes hitherto described.

The last home presented curious anomalies. Poor food and good clothes, little furniture and music lessons, discouraged parents and ambitious children furnished conditions not classifiable.

This last home is the only one of the nine from which an experienced State or Children's Aid visitor would think of removing a child on account of poverty or bad influences. A thoughtful family friend would consider carefully the two preceding cases, the one where the father drinks and the boarding-house. The first is a boy, incapacitated by the illness which caused his deafness for continuous mental application, but willing and anxious to work with his hands. He is learning a simple handicraft and earning a little out of school hours, and is a very real object of interest and affection to his mother and sisters. He has learned to have the greatest horror of drink and its results. Here in Massachusetts the family friend would probably advise leaving the boy in his home.

The child in the boarding-house is a girl, very pretty, not a good scholar, and in the future may be subject to danger in her home. The family friend would probably advise her removal.

As to the other six homes of the class there would be no doubt in the mind of any person who regards family life as

normal. The children in those six homes were well fed, well clothed, well cared for. They played with their brothers and sisters and neighbors, they attended Sunday-school, undertook their share of the family labor, and enjoyed their share of the family pleasures. Their parents were all respectable thrifty citizens. There was no hint of abject poverty or misery about any aspect of those six homes.

A group of twelve will now be considered. Six families owned their own homes, although three were occupying hired quarters temporarily, for the sake of being near the school. (The fact of ownership is mentioned because it throws light on the economic status of the family.) The twelve homes irrespective of ownership were as follows:

1. Rooms in a first-class city boarding-house.
2. A modern house of seven rooms in a good suburb.
3. A semi-modern house in the country twenty miles out.
4. A good house with a stable and fruit-trees in a neighboring city.
5. A rather poor house in the same city.
- 6, 7, 8, 9. City flats of five or six rooms each, renting for from sixteen to thirty dollars.
- 11, 12. Very poor three- or four-room tenements.

Eight out of these twelve homes were comfortably furnished, two more lacked no necessities, two were poor. As to the incomes which supported these twelve families, one family was rich with inherited wealth, the heads of two families made a good living by retail trade, three were skilled mechanics, making from twenty to thirty dollars a week, one was a motorman making over fifteen, one made about the same in a salaried position and had some private income from investments, one made an apparently good income in a disagreeable but honest business, one was a laborer whose home showed many comforts, and the two poor ones were laborers, one with an uncertain occupation. Five of these twelve homes were so situated that the children had thoroughly

desirable playgrounds. From three others the deaf children were taken regularly to places where they could play, one was only allowed to play alone in a small yard or in the house, and three played in crowded streets; two of these were the children whose poverty has before been referred to and the other belonged in a home where the income was good but training in manners and morals conspicuously lacking.

Nine of these twelve homes, then, were respectable and comfortable, the children lived natural lives in the midst of natural surroundings, and again an experienced State visitor would say that there could be no reason for removing children from such homes. In no one of the three remaining homes was there any hint of immorality of any sort, or any lack of affection, but in one there was extreme poverty and consequent discouragement of a deadening sort; in another rapidly lessening poverty, but a helplessness on the part of foreign parents who found their children growing into American toughs; and in the third an apparent lack of standards in manners and inability to enforce obedience. The first family furnished a case for the settlement worker and for what is called in Massachusetts "outside aid," rather than a case where the child would be removed from its parents. In both the other cases the children, both boys, would probably be better off in a boarding-school than at home.

Another group of twelve:

Two of these families owned their own houses.

1. A farm in a country district near Boston.

2, 3, 4. Good modern houses in the near suburbs.

5, 6. Small houses in crowded districts.

7, 8. Good suburban flats of six rooms each.

9. Two rooms in a pretty good lodging-house. (Pretty good is an indefinite term. There were teachers, stenographers, and dressmakers in the house, and it was on a respectable street.)

10, 11. Country tenements of four or five rooms.

12. A poor city tenement of three rooms.

Three of these homes contained all the comforts and many luxuries. Five more contained every comfort. Three had but little beyond necessities. One was very poor.

The incomes which supported these homes were derived from various occupations. Two fathers were in good business, three had salaried positions of the higher sort, two were skilled mechanics, one was a motorman, two were unskilled laborers, and in two cases the mothers supported the families.

In no case was there abject poverty. One family lived in a city tenement which has been alluded to as "very poor;" the father, a lumper, earned exceptionally large wages, but a large number of young children kept the family from getting ahead. Settlement workers, however, would say that such a family contains the elements of much prosperity in coming years. Two fathers drank moderately, neither of them to the impoverishment of their families, however, or enough to cause a scandal in the neighborhood; but there was reason to believe that the deaf child in one of the two cases might be in some danger during its father's time of intoxication. This child's mother was utterly devoted to it. State visitors would differ as to the advisability of removing it from its home. The other drinking man earned a good living and treated his family kindly.

Again, here in Massachusetts experts in philanthropy would be likely to agree that all of these children except the one exposed to possible cruelty would be better off in their homes than anywhere else.

The last seventeen:

Seven families of the last seventeen visited owned their own homes. The general description is as follows:

1. City mansion.

2, 3, 4, 5, 6. Modern country or suburban houses, of from eight to twelve rooms.

7. Small modern suburban house.
8. Old-fashioned house in suburbs.
9. A floor in a house otherwise occupied by two-room tenements.
- 10, 11. Five- or six-room city flats.
- 12, 13, 14. City tenements of three or four rooms.
16. "Half a house" of five rooms in the country.
17. Miserable country tenement of three rooms.

One of these families lived on inherited wealth. Nine heads of families made good incomes by profession or business. One had city employment. Three were skilled mechanics with good incomes. One was reputed to be a skilled mechanic, but seemed to be miserably poor. The father of one child was an invalid, and a friend paid its expenses in a suburban home among other friends. In one case the mother earned a fairly comfortable support for the deaf child and one hearing one. The home was not a desirable one because of the mother's continual but necessary absence.

The child whose expenses were paid in a home other than its own must be counted out, although its own natural home at a distance was a good one, and its home during the school year was also good.

This makes the group number sixteen. Fourteen of these homes were good homes, within which the moral influences were good, food and clothing comfortable, and environment natural. One was undesirable because the mother had to be away all day. The home which was miserably poor seemed to be so because the parents, recent immigrants, had not acquired American standards. The father and some adult sons made good wages, which rumor said they hoarded. The deaf son, entirely uneducated and beyond compulsory school age, worked for a pittance. There seemed to be no law which could touch the case.

The sixteen homes not visited by the writer:

1, 2, 3, 4, 5, 6. Modern houses in the country with yards.

7, 8. Suburban flats with yards and near fields.

9, 10, 11, 12, 13, 14, 15. City tenements or flats, four to seven rooms, fair to very good neighborhoods.

16. Small, miserable city tenement.

Prosperous business kept five of these homes handsomely. Business on a small scale in three more cases supplied all the necessities and most of the comforts. A skilled mechanic earning very large wages gave his family a comfortable living. Four unskilled laborers with steady employment kept their children well clothed and fed and sheltered. One family lived in abject poverty and degradation.

Two of the children in this list suffered from lack of playground. The rest, whose home surroundings did not furnish space enough, lived near enough to public parks and playgrounds to be able to play in them.

A rough summary shows that, of deaf children living in sixty-seven homes in and around Boston, four households could be considered as living in abject poverty; one of these four homes it will be remembered controlled a relatively large income. Two more were poor, the regular income was small, and hard times were chronic. In two homes the discipline was very lax and the moral outlook consequently alarming. One of these last is identical with one of the two "poor" homes just counted.

In one home there was suspected cruelty.

It has fallen to the lot of the writer to visit a good many institutions of various sorts in this and other countries. Boys' and girls' boarding-schools, convents, schools for the deaf, hospitals, refuges or schools for various dependent classes, and reformatories. Most of them have been models of good management; indeed, usually the fame of their reputation furnished the reason for the visit. Different as

they were in their purpose and their routine they yet all seemed to have something in common besides their size, their long corridors, and their essentially communistic life. Just what this something was did not become evident for a long time, but at last it began to take shape and define itself. It was a similarity of mental attitude on the part of those in authority in institutions toward the world without and the world within. The life within the walls had come to seem to the official mind as the normal life and the life without as on the whole rather undesirable and certainly dangerous. "Bell hours," to use a factory phrase, life directed by a programme clock, pleasure measured by "leave" or "recreation," had grown to be so entirely a natural thing that life not so governed seemed a difficult proposition to them. Their standards of comfort and discomfort were different from the ordinary standards of the outside world. The comfort of perfect regularity and the discomfort of ordinary domestic mishaps both loomed large in their mental horizon.

The writer's standards are, of necessity, those of the outside world, and to her it seems that real life as it is lived to-day is irregular; that it is by deviation from type because of exigencies that improvement comes.

A routine which furnishes few emergencies, a dead level of sufficiency in food and clothing and shelter with no knowledge of its means of production, is less like life as it must be lived than is a home where there is more or less hard scrabbling.

According to these standards a home in a tenement-house from which the children go out comfortably fed and protected from the weather to school, church, public library, and neighborhood club, a home which is supported by a laboring man respected by his neighbors and his community, is not a miserable and degraded home. It lacks privacy, but so does any school with a dormitory system. This tene-

ment home represents the very poorest type visited with the exception of the "submerged tenth."

Above this poorest type are all kinds of homes, mostly middle-class, with an occasional wealthy one. We Americans have many faults; American parents are over indulgent, American children are said to be ill-mannered, American families are apt to live up to the limit of their means; the American working man lives too well; the American working woman spends too much on her clothes—these and many other faults are ours, and these faults may be seen in our homes, but they are not peculiar to the homes of deaf children by any means.

The homes of deaf children would seem to be exactly like the homes of other people; neither better nor worse than the homes of any class which might be selected for study, which from its nature would contain persons of varying degrees of prosperity—government employés, school-teachers, railroad employés, or the help in a department store—any one of these classes would probably show the individuals to have come from homes practically similar to the homes considered in these pages. The writer has tried the experiments roughly, with sixty-nine members each of two of the classes just suggested, persons known to her personally or by reputation since her childhood, and has found the numbers to differ but little.

Whether deaf children, because of their deafness, and for no other reason, should be removed from their homes for educational purposes is an entirely different question; but in this vicinity, at least, facts and figures do not seem to show any imperative necessity for the State to remove them because of their poverty or degradation.

MABEL ELLERY ADAMS,
*Instructor in the Horace Mann School,
Boston, Massachusetts.*

CONVERSATIONAL GAMES FOR ORAL CLASSES.

ALMOST every one knows the game of "Twenty Questions," "Fish, Flesh, or Fowl," and that other old one which, for want of a better name, may be called "What My Aunt Brought Me from Europe."

On Fridays, if my class has been "*very good*" all the week, we play these games, and it is surprising how pupils who are naturally reluctant to talk will eagerly join in the conversation, and work twice as well as on ordinary days, because we are "playing." It is an incentive, too, for them to try hard the rest of the week, and if, as sometimes happens, I forget what day it is, I am very soon reminded with broad smiles that it is Friday.

Perhaps the game of "Twenty Questions" is the best one to begin with. One person goes out of the room, and the others choose an object. When the absent one is called in, he is allowed to ask twenty questions in all, taking each member of the class in turn, and trying to guess what has been chosen.

At first this seemed a difficult game; the children could not reason; but it has taught them to *think*, and now they are very clever in both the questions they ask, and the course of reasoning they pursue. When playing the game the first two or three times, we took an object in plain sight in the room, such as a book on the table, a certain picture on the wall, or the blackboard eraser. The questions then were very simple, such as "Can I see it?" "What color is it?" "What shape is it?" "Is it on the wall?" "Is it on the floor?" "Is it large or small?" Gradually other questions were introduced, as "In what direction is it?" "For what is it used?" etc.

All the pupils in my class had studied geography, but

when they came to me only two knew the meaning of the phrase, "In what direction is it?" and like all children they were delighted to learn the words. They were very quick, too, about trying to discover additional uses for a thing, so as to puzzle the questioner. Queries like "Where is it?" which would require a plain answer such as "On the table," etc., were not allowed. After a while the pupils were encouraged to choose objects outside of the room, or even out of the school building, and then such questions as "Is it in this room?" "Is it out doors?" etc., were good ones. Sometimes the object was guessed in less than twenty questions, and the one who was asked the last question was the next one to be the guesser.

In no case was the pupil allowed to become discouraged if he were unable to guess the answer. Sometimes he required a little assistance from his teacher, in his questions and in his thinking, but even the dullest child was soon eager to do it by himself.

"Fish, Flesh, or Fowl" is a good game for lip-reading. The children sit in a wide semi-circle, and one of them takes the chair in front where the teacher usually sits. He calls out "*Fish!*" looking at any one of the pupils he wishes, and counting slowly and distinctly up to ten. If he does not count well, he must do it over again, as there is a great temptation to slur the words. The pupil selected must answer with the name of some fish, before the one counting reaches ten. If he fails to answer correctly, he is "It." Any one of the words, fish, flesh, or fowl, may be called out, and on account of the number of *f*'s, and two of the words ending in *sh*, skill in lip-reading is required, or funny mistakes occur. It is better not to take the pupils in order, but to skip about, catching those who are not paying attention. No one word may be used as an answer more than three times. It is then written upon the blackboard, and anyone using it must pay the penalty by being "It." This game is a good one for

teaching the names of the various animals, birds, and fish. When they began playing, few of my pupils knew the names of more than two or three fish.

In "What My Aunt Brought Me from Europe" the players sit in a circle and the first one says: "My aunt came home from Europe and brought me an apple"—or any article beginning with *a*; the second player says, "My aunt came home from Europe and brought me an apple and an apron," and so on around, each player repeating everything that has gone before, in order, and adding another object beginning with the same letter. If any player makes a mistake, he must drop out, or sometimes for the sake of variety the entire game is begun over again, using words beginning with *b* or *c*, and so on down the alphabet. This game requires close attention, and is good for the memory and for lip-reading, as well as for teaching new words.

"Spelling" is another good game. The object is to keep on spelling without actually finishing a word except when it is unavoidable. Each player must have a real word in his mind when he adds his letter, and yet he must try to avoid ending a word if possible. For instance, the first player selects any letter of the alphabet, say *M*. The next player adds *o*, the third *t*, and the fourth, thinking perhaps of the word "mother," adds *h*, only to find that he has completed the word "moth." Now he must begin a new word, and may choose any letter he wishes, and the game goes on as before. A word may often be prolonged, if it is a verb, by changing the ending to *ing*, instead of adding the final *e*.

Any one ending a word three times becomes a "ghost," and is no longer permitted to play. His duty, however, is to try and make the other players speak to him, and if any one innocently answers a question put by a ghost, he, too, becomes a ghost. Often in this way the game is finished in short order.

This game is especially useful for drill on the alphabet,

as distinguished from the phonetic sounds that most orally-taught deaf children associate with the sight of the written letter. *C* generally means "*k*" without voice to a deaf child. He is quite amazed to be told its *name* should be pronounced as "Se." Here in Washington, where the names of streets are the letters of the alphabet, it is no uncommon thing to have a pupil say he has been to H street, and pronounce H without voice. After a child has been taught all his life that the sound of the character W is "OO" it is not surprising that he talks of "OO" street, when he means W street.

In all these games the presence of the teacher as one of the actual players seems to add zest to the sport. The children wish to catch her, and when they succeed they are jubilant, and strive to select some difficult thing, that they may catch her again. I assure you she has to be on the alert.

Of course, like everything else, these games can be carried to excess, but if tried occasionally, as a reward for good behavior, and varied by other games which each teacher will think of for herself, they will be found useful. They are conducive not only to quick lip-reading and spontaneous talking, which our deaf children need sadly, but also to that which is even more important, practice in thinking for themselves, and in expressing these thoughts in the every-day phrases which hearing children get without being taught, but which must be drilled into the deaf. If this drill can be made less tedious to the pupil by calling it "play," by all means let us play, even in school!

ELIZABETH PEET,

*Instructor in Articulation in the Kendall School,
Washington, D. C.*

AWARDS TO AMERICAN SCHOOLS FOR THE DEAF FROM THE LOUISIANA PURCHASE EXPOSITION.

DURING the last school year there appeared from time to time in various papers published at institutions for the deaf announcements of awards of prizes or medals to the schools for their exhibits at the Louisiana Purchase Exposition. But up to this time a complete list of the awards has not been published in any of these papers, nor have those who were interested in preparing the exhibits been told clearly how the awards were made.

On the first day of September, 1904, the International Jury of Awards, composed of experts from all governments represented in the Exposition, began its work in St. Louis. The actual viewing of exhibits began at once, each department, as Education, Fine Arts, etc., being divided into groups to facilitate the work.

The group jury in the Department of Education which examined the exhibits of schools for the blind, the deaf, and the feeble-minded was composed of Mr. J. W. Jones, Superintendent of the Ohio School for the Deaf, Chairman; Mr. J. B. da Motta, representing Brazil, Vice-Chairman; Professor Percival Hall, of Gallaudet College, Secretary; Mr. Samuel M. Green, Superintendent of the Missouri School for the Blind; Mr. Richard O. Johnson, Superintendent of the Indiana School for the Deaf; Mrs. A. Hecker, representing Germany; Miss Hope Fairfax Loughborough, representing the Board of Lady Managers of the Exposition, and Mr. Masiki, alternate, representing Japan.

According to the instructions of the Exposition authorities the group jury examined carefully every exhibit in its special territory, and marked it by a scale predetermined by the jury itself.

This necessitated over two weeks of the hardest kind of work, during which each morning and afternoon, the members of the jury tramped miles in the aisles of the Palace of Education and in the grounds of the Exposition, viewing the exhibits of schools for the deaf of Belgium, England, Japan, China, Germany, and the United States.

It was soon clear to the jury that, in order to be just in recommending awards, a distinction must be made between collective exhibits from several schools (such as that from Germany was), and those from single institutions. It was also plain that the work of a small day-school should hardly be properly marked on the same scale as that of a large State institution. These and other considerations in the line of fairness led the jury to make the following groups with somewhat different scales of marking.

1. Collective exhibits from two or more schools. 2. Exhibits from single State institutions. 3. Exhibits from single day-schools. 4. Exhibits from institutions for the higher education of the deaf. 5. Exhibits from institutions for publishing information concerning the deaf. 6. Special awards to persons connected with the education of the deaf.

According to the rules governing the work of the jury, exhibits obtaining a mark of over 95 out of 100 were recommended for grand prizes; those obtaining a mark of 85 to 95 for gold, 75 to 84 for silver, and 60 to 74 for bronze medals, respectively.

Thus is explained what has, perhaps, puzzled many—the fact that two or more exhibits in the same group may have received grand prizes or gold medals.

In the case of collective exhibits awards were made for the exhibit as a whole, and *copies* of the award were sent to the contributors. No school for the deaf received a grand prize from the Louisiana Purchase Exposition for its exhibit. The statements that appeared to the contrary during

the last school year are mistakes. All schools contributing to the collective exhibit of the Convention of American Instructors of the Deaf did receive *copies* of the grand prize awarded to the Convention.

The recommendations of the group jury as to awards were first considered by a department jury made up of the chairmen and vice-chairmen of the lower juries in the department. Superintendent Jones was, therefore, a member of the educational department jury. Complaints were heard, irregularities corrected, and unfinished work performed by this jury, and the recommendations of the group jury as corrected and modified were passed to the final or superior jury, consisting of the chairmen and vice-chairmen of the department juries, together with heads of departments and other Exposition officials.

To the gratification of group jury number 7 in the department of education its recommendations as to awards for exhibits from schools for the deaf were accepted almost without a protest by the exhibitors and adopted, with hardly any change, by the higher juries.

The final list of awards to American schools for the deaf, and to persons in this country interested in the education of the deaf is as follows:

1. FOR COLLECTIVE EXHIBITS.

Grand Prize: Convention of American Instructors of the Deaf.

Contributors (to whom *copies* of the grand prize were sent):

Boston School for the Deaf.

Colorado School for the Deaf and Blind.

Columbia Institution for the Deaf and Dumb.

Illinois Institution for the Education of the Deaf.

Kansas School for the Deaf.

Michigan School for the Deaf.

Missouri School for the Deaf.
Nebraska School for the Deaf.
New Jersey School for the Deaf.
Ohio Institution for the Deaf and Dumb.
Utah School for the Deaf and Blind.
Wright Oral School for the Deaf.

Bronze Medal: Day-Schools of Wisconsin.

Contributors (to whom a copy or certificate of the award was sent):

Appleton Day-School.
Ashland Day-School.
Black River Falls Day-School.
Eau Claire Day-School.
Fond-du-Lac Day-School.
Milwaukee Day-School.
Neilsville Day-School.
Oshkosh Day-School.
Sparta Day-School.
Superior Day-School.
Wausau Day-School.

2. FOR EXHIBITS FROM SINGLE STATE INSTITUTIONS.

Gold Medal:

Colorado School for the Deaf and Blind.
Illinois Institution for the Deaf and Dumb.
Kansas School for the Deaf.
Missouri School for the Deaf.
Nebraska School for the Deaf.
Utah School for the Deaf and Blind.

(All of the above for both living and objective exhibits.)

New York Institution for the Deaf and Dumb (for objective exhibit.)

Silver Medal:

New Jersey School for the Deaf.
Kentucky School for the Deaf.

graduate from our schools for the deaf. We all know that unless our graduates keep up practice work after they leave us, our labor will have been in many cases a vain thing. For such practice work this book would be valuable.

Teachers of the deaf, too, will find the book useful. Its exercises may easily be adapted to the schoolroom needs of our more advanced classes.

Perhaps the most helpless people on earth are the relatives and near friends of boys and girls who become deaf from disease or accident—children or young people whom the aurist has given up as hopelessly deaf. Most of these friends have heard vaguely of “lip-reading.” Perhaps they visit a school where speech for the deaf is taught. The visit by no means does away with their mental confusion. They see so much that they carry away with them only a jumble of methods, ideas, and devices. But put this little book into their hands, and what they have seen in the school becomes clear as they study the subject by its aid. A plank has been thrown to them. They have something definite to do. Any parent or relative of average intelligence should be able to use Mr. Nitchie’s book to advantage with a deaf person in whom he is interested.

Finally, Mr. Nitchie’s book ought to bring hope to that large class of discouraged mortals—the adult deaf who are long past their school-days. In spite of the fact that many deaf adults who have never received any formal instruction in lip-reading *do* learn to read the lips without special drill on sound formations, it remains true that for the great majority of them such accomplishment is out of the question. Most adults, trying to read the lips by watching *words* merely, very soon become hopelessly discouraged. They work hard; they strain their eyes with watching; but all to little purpose. Few can become really good lip-readers without knowing by sight the elements and combinations of which sounds are made up.

Mr. Nitchie has invented all sorts of devices to lessen the drudgery of learning to read the lips. First he gives a drill on a sound, then he sets the pupil to watching for that element. For instance, the pupil who has learned to recognize *th* is told to count the number of *th*'s used by a person who may be talking near him. After a while—like Jo Gargery with his J's and O's for Jo—lip-reading becomes interesting, even in its early stages.

The selections in Mr. Nitchie's book are all interesting, being based on the principle that what is entertaining is more easily grasped than what is dull. In the earlier lessons the practice paragraphs are short. Toward the end of the book they become longer and rather more serious. It is not so easy to make selections for a graded course in lip-reading. Mr. Nitchie has evidently given much time and thought to this matter of practice language.

There are thirty-five lessons, well arranged, in this book. Mr. Nitchie divides vowels into three groups which he uniquely terms, "the puckered," "the relaxed," and "the extended." He subdivides each group into three divisions based on the mouth positions, namely: "A small or narrow opening, a medium opening, and a wide opening." Pictures of a human mouth accompany these divisions. The present reviewer seriously questions the value of the photographs of the mouth in teaching articulation and lip-reading.

In the first place the tongue is inevitably so much in the shade that no really accurate picture of a position can possibly be given. A photograph is a dead thing anyway. A deaf man on a desert island might possibly get some help from a photograph of the human mouth, but the average deaf person can easily secure from friends the living picture. The following table shows Mr. Nitchie's vowel arrangement:

	<i>Puckered.</i>	<i>Relaxed.</i>	<i>Extended.</i>
Narrow	oo (ū)	ī	ē
Medium	ōō	ū	ē (ā)
Wide	aw (ō, oy)	ah (ow, ī)	ă

Diphthongs are given in parentheses under the classification to which their radical element belongs.

Consonants are grouped under three heads:

First, those that have to do with the lips.

p, b, m (lip shut position).

f, v (lip to teeth position).

w, wh (puckered oval position).

r (puckered corners position).

s, z (tightened corners position).

sh, zh, ch, j (lips projected position).

y (relaxed narrow position).

Second, those that have to do with point of tongue:

th (tongue-front position).

l (apex-to-gum position).

t, d, n (tongue-to-gum position).

Third, those that have to do with the back of the tongue:

k, g, nk, ng (lip-undefined position).

Mr. Nitchie advocates the constant use of the mirror.

The student is advised to describe each sound after looking carefully at his mouth in a mirror, using the author's descriptive terms. For instance, take the word "deal."

Deal = tongue-to-gum + extended narrow + apex-to-gum.

The great merit of this device is that it fixes and retains the attention and relieves the monotony of practice.

Another valuable feature of Mr. Nitchie's book is the stress which he lays on drill in reading from the lips combinations which do not make words. Such drill prevents guesswork and ensures genuine lip-reading.

Mr. Nitchie makes no extravagant assertions; he encourages no rose-colored hopes of attaining the power of

lip-reading easily. From the very beginning he preaches the gospel of work. His summary of "Don'ts" is worth quoting:

"Don't fail to use the mirror.

"Don't fail to practice with friends.

"Don't study more than one hour at a time.

"Don't expect results unless you work for them.

"Don't be discouraged, but persevere until you win."

Mr. Nitchie is never tired of repeating that best of all advice to the lip-reading pupil—"Carry on definite conversation with some one for at least an hour daily." His advice on this point is:

"All who practice lip-reading should realize the value of self-confidence. It is natural for a deaf person to feel timid and retiring. This is a feeling we should strive to overcome. It is no crime to be deaf, and it is also no crime not to understand what some one says to us. If we don't understand we should not hesitate to ask for the repetition. Each victory gained adds to our self-confidence, and helps us to carry ourselves with increasing assurance in all our relations with others.

"We should watch not only the lips, though the lips must be the focus of our attention, but also the expression of the whole face, a smile or a frown, the light of the eyes, the lifting of an eyebrow, a shrug, the turn of the head or hand. If we form the habit of so watching people, the study of these adventitious aids becomes instinctive and unconscious, and many a time will help to elucidate a difficult passage in conversation."

After all, the most inspiring thing about this little book is the fine moral example set by the author, for that which he would teach others he has already taught himself.

KATE H. FISH,

Instructor in Articulation in Gallaudet College,

Washington, D. C.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1905.
A.—PUBLIC SCHOOLS (NOT INCLUDING DAY-SCHOOLS) IN THE UNITED STATES.

School.	Location.	Date of opening.	Chief Executive Officer.
Alabama School for the Deaf.....	Talladega, Ala.....	1890	Joseph H. Johnson, M. A., Principal.
Arizona Deaf-Mute Institute.....	Little Rock, Ark.....	1868	Arthur G. Mashburn, Superintendent.
California Institution for the Education of the Deaf and the Blind.....	Berkeley, Alameda Co., Cal.....	1860	Waring Williams, M. A., L. H. D., Prin.
Colorado School for the Deaf and the Blind.....	Colony Springs, El Paso Co., Colo.....	1874	W. E. Wynn, M. A., Superintendent.
Connecticut Institution for the Deaf.....	Kendall Green, Washington, D. C.....	1867	E. M. Gallaudet, Ph. D., L. D., Pres't.
do.....	do.....	1867	James Denison, M. A., Principal.
do.....	do.....	1864	E. M. Gallaudet, Ph. D., L. D., Pres't.
do.....	do.....	1817	Job Williams, M. A., L. H. D., Principal.
Connecticut { American School, at Hartford, for the Deaf.....	Hartford, Conn.....	1817	Miss Frances F. Gillespie, Principal.
Florida School for the Blind, Deaf and Dumb.....	St. Augustine, Fla.....	1835	William B. Hays, Superintendent.
Georgia School for the Deaf.....	Cave Spring, Ga.....	1846	Charles O. Carter, Principal.
Illinois School for the Deaf.....	Jacksonville, Ill.....	1844	Richard Otto Johnson, Supt.
Indiana Institution for the Education of the Deaf.....	Indianapolis, Ind.....	1855	Henry W. Rother, Superintendent.
Iowa School for the Deaf.....	Council Bluffs, Iowa.....	1861	Henry C. Hammond, M. A., Supt.
Kentucky School for the Deaf.....	Osage, Johnson Co., Kansas.....	1828	Arthur Rogers, M. A., Supt.
Louisiana Institute for the Deaf.....	Danville, Boyle Co., Ky.....	1852	S. T. Walker, M. A., Supt.
Maine School for the Deaf.....	Bacon Rouge, La.....	1876	Miss Elizabeth R. Taylor, Principal.
Maryland School for the Deaf and Dumb.....	Frederick, Md.....	1838	Chas. W. Ely, M. A., Principal.
Maryland School for the Colored Blind and Deaf.....	Baltimore, Md. (649 W. Saratoga St.).....	1872	Geo. C. V. Johnson, Superintendent.
Massachusetts { Clarke School for the Deaf.....	Northampton, Mass.....	1867	Miss Caroline A. Viles, L. D., Principal.
Michigan { New England Industrial School for the Deaf.....	Beverly, Mass.....	1879	Miss Martha Oakley Booke, Prin.
Minnesota School for the Deaf.....	Flint, Mich.....	1883	Francis D. Clarke, M. A., L. D., Supt.
Mississippi Institution for the Education of the Deaf and Dumb.....	Fairbault, Rice Co., Minn.....	1883	James N. Tate, M. A., L. D., Supt.
Missouri School for the Deaf.....	Jackson, Miss.....	1851	J. R. Dobbin, M. A., L. D., Supt.
Montana School for the Deaf and Blind.....	Fulton, Callaway Co., Mo.....	1894	Noble B. McKee, M. A., Ph. D., Supt.
Nebraska Institute for the Deaf and Dumb.....	Boulder, Montana.....	1889	Thos. McAloney, Superintendent.
New Jersey School for the Deaf.....	Omaha, Neb.....	1889	Raobon E. Stewart, M. A., Supt.
New Mexico Asylum for the Deaf and the Dumb.....	Trenton, N. J. (Chest't and Ham'n Aves.).....	1883	John P. Waller, M. A., Superintendent.
	Santa Fé, N. M.....	1886	Levi M. Larson, L. A., Superintendent.

New York	New York Institution for the Instruction of the Deaf and Dumb.	New York, N. Y. (a)	1816 Enoch Henry Currier, M. A., Principal.
	Central New York Institution for Deaf-Mutes.	Rome, Oneida Co., N. Y.	1875 Edward Beverly Nelson, M. A., Principal.
	Western New York Institution for Deaf-Mutes.	Rochester, N. Y. (345 N. St. Paul St.)	1876 Z. F. Westervelt, LL. D., Sup't & Prin.
	Northern New York Institution for Deaf-Mutes.	Malone, Franklin Co., N. Y.	1884 Edward C. Rider, Superintendent.
	Institution for the Improved Instruction of Deaf-Mutes.	New York, N. Y. (904 922 Lexington Av.)	1867 Elbert A. Gruver, B. A., Sup't & Prin.
	Le Contoux St. Mary's Inst'n for the Imp'd Instruction of Deaf-Mutes.	Buffalo, N. Y. (235 1/2 Main St.)	1861 Sister Mary Anne Burke, Principal.
	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	Fordham, N. Y. (b)	1869 Miss Ellen E. Cloak, Superintendent.
	Albany Home School for the Oral Instruction of the Deaf (c).	Pine Hills, Albany, N. Y. (98 N. Pine Av.)	1869
North Carolina	North Carolina School for the Deaf and Dumb.	Raleigh, N. C.	1845 John E. Ray, M. A., Principal.
North Dakota	North Dakota School for the Deaf and Dumb.	Morganston, Burke Co., N. C.	1894 E. McKay Goodwin, M. A., Sup't.
Ohio	Ohio Institution for the Education of the Deaf and Dumb.	Devils Lake, Ramsey Co., North Dak.	1890 Dwight F. Bangs, Superintendent.
Oklahoma	Oklahoma Institute for the Deaf.	Columbus, Ohio.	1829 J. W. Jones, M. A., Superintendent.
Oregon	Oregon School for Deaf-Mutes.	Guthrie, Oklahoma	1898 H. C. Beamer, Contractor and Sup't.
Pennsylvania	Pennsylvania Institution for the Deaf and Dumb.	Salem, Oregon	1870 Thos. P. Clarke, Superintendent.
	Western Pennsylvania Inst'n for the Instr'n of the Deaf and Dumb.	Edgewood Park, Allegheny Co., Pa.	1820 A. L. E. Crouter, M. A., LL. D., Sup't.
	Pennsylvania Oral School for the Deaf.	Scranton, Pa.	1876 William N. Burt, M. A., Ph. D., Prin.
	Home for the Training in Speech of Deaf Children (c)	Philadelphia, Pa. (d)	1883 Miss Mary B. C. Brown, Principal.
Rhode Island	Rhode Island Institute for the Deaf.	Providence, R. I. (520 Hope St.)	1876 Miss Laura de L. Richards, Principal.
South Carolina	South Carolina School for Deaf-Mutes.	Cedar Spring, S. C.	1849 Newton F. Walker, Superintendent.
South Dakota	South Dakota School for the Deaf and the Blind.	Sioux Falls, Minnehaha Co., South Dak.	1880 Miss Do-a Donald, Superintendent.
Tennessee	Tennessee Deaf and Dumb School.	Knoxville, Tenn.	1845 Thomas L. Moses, Superintendent.
Texas	Texas Deaf and Dumb Asylum.	Austin, Texas.	1857 N. A. Craven, Superintendent.
Utah	Utah State School for the Deaf and the Blind.	Ogden, Utah.	1887 W. H. Holland, Superintendent.
Virginia	Virginia School for the Deaf and the Blind.	Staunton, Va.	1884 Frank M. Diggs, Superintendent.
Washington	Washington State School for the Deaf and the Blind.	Vancouver, Wash.	1889 William A. Bowles, Superintendent.
West Virginia	West Virginia Schools for the Deaf and the Blind.	Romney, Hampshire Co., W. Va.	1886 James Watson, Superintendent.
Wisconsin	Wisconsin State School for the Deaf.	Delavan, Walworth Co., Wis.	1870 James T. Rucker, Principal.
			1852 E. W. Walker, Superintendent.
57 Public Schools (not including Day-Schools).			
55 Public Day-Schools. (See page 40.)			
16 Denominational and Private Schools. (See page 46.)			
128 Schools in the United States.			
(a) Washington Heights, West 163d Street and Broadway.			
188th Street, and another at Brooklyn (113 Buffalo Ave.).			
(b) This Institution has three branches; one situated at West Chester, another at Fordham (773 East Ave., cor. Monument Ave.).			
(c) Home for the Training in Speech of Deaf Children Before they are of School Age.			
(d) Belmont			

NO. OF PUPILS.

School.	Methods of Instruction.	Industries Taught. (d)	PRESENT NOVEMBER 10, 1906.										NO. OF PUPILS.		PRESENT NUMBER OF INSTRUCTORS.			
			Within the Last Fiscal Year.		Total.	Male.	Female.	Taught Speech.		Total have received Instru- tion.	Total.	Male.	Female.	Dead.	Articulate.	Industrial.		
			1905-6	1906-7				A.†	B.†								C.†	
Alabama School.	Combined.	Bl. Cab. Pr. Sh.	170	160	90	70	84	48	10	.....	.....	.....	20	8	12	3	7	4
Arkansas Institute.	Combined.	Art. Bk. Cab. Pap. Pl. Pr. Sh., Ta., Wc.	210	224	119	105	77	77	.....	.....	.....	30	11	19	11	7	.....	.....
California School.	Combined.	Pr. Wood-working.	15	149	71	75	113	81	.....	.....	687	18	11	7	4	2	3	6
Colorado School.	Combined.	Art. Bak. Car. Ck. Dr. Pr. Sc. Sh.	138	119	68	61	81	81	1	5	378	20	8	12	3	9	6	2
Columbia Inst. (Kendall School).	Combined.	Cab. Dr. Sc.	87	50	24	26	42	.....	.....	.....	531	15	6	5	4	15	.....	.....
Columbia Inst. (Gaulleudet College).	Combined.	None	108	96	56	40	45	74	2	781	20	15	5	4	15	.....	.....	
Connecticut (American School).	Combined.	Cab. Ck. Dr. Ir. Sc. Sl.	186	153	101	52	120	74	.....	.....	2,805	24	5	16	2	10	4	1
Connecticut (Mystic School).	Oral.	Art. Cab. Dr. Em. Fa. Ho. Sc. Wc.	26	29	6	23	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Florida School.	Combined.	Car. Ho. Pr. Sc.	5	25	25	30	57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Georgia School.	Combined.	Car. Ga. Pa. Pr.	222	196	103	91	97	97	.....	.....	.....	18	10	8	1	3	4	6
Illinois School.	Combined.	Art. Bak. Cab. Ck. Car. Ck. Dr. Dra. Fl. Ga. Gl. Ho. Har. Ir. Pa. Pap. Ph. Pr. Pr. Sh. Sh. Sl. Wc. Wt.	444	290	154	400	346	.....	.....	.....	3,308	54	16	98	5	39	6	6
Indiana Institution.	Combined.	Art. Bl. Cab. Car. Ck. Dr. Dra. Fla. Gl. Ha. Pa. Pr. Sh. Ta., Wc.	387	329	179	150	183	183	.....	.....	2,463	36	14	22	9	14	6	6
Iowa School.	Combined.	Fl. Gl. Ha. Pa. Pr. Sh. Ta., Wc.	261	251	130	121	114	114	1-4	.....	.....	27	12	15	6	9	6	7
Kansas School.	Combined.	Bak. Car. Ck. Dr. Pr. Sh. Ta., Wc.	210	241	118	123	102	102	.....	.....	1,805	35	14	21	10	12	7	.....
Kentucky School.	Combined.	Bak. Bk. Cab. Ck. Dr. Ga. Ha. Pr. Sh.	410	358	197	161	164	149	5	1,805	35	14	21	10	12	7	.....	
Louisiana Institute.	Combined.	Car. Ck. Dr. Ho. Pa. Pr. Sc. Sh.	124	107	61	42	84	57	3	50	14	6	6	4	5	5	.....	
Louisiana School.	Combined.	Car. Ck. Dr. Pr. Sh.	108	95	57	38	87	.....	.....	.....	.....	25	1	13	1	10	4	5
Maryland School.	Combined.	Wc. Wt. Ch. Ck. Dr. Em. Gl. Pa. Pr. Sh.	125	108	60	48	63	61	2	575	17	6	11	4	5	.....	.....	
Maryland School for Colored.	Combined.	Bak. Ch. Ck. Dr. Fan. Sc. Sh.	45	45	31	24	13	1	.....	.....	.....	151	11	4	7	2	1	4
Mass. (Clarks School).	Oral.	Cab. Sc. Sl. Wc.	144	136	73	64	130	.....	.....	.....	.....	653	23	1	22	1	17	4
Mass. (N.E. Industrial School).	Combined.	Bak. Ch. Ho. Sc. Sl.	24	22	12	10	.....	.....	.....	.....	.....	117	8	5	1	2	2	2
Michigan School.	Combined.	Cab. Car. Dr. Ha. Bl. Pa. Pr. Sh. Sl. Ta.	367	338	187	151	164	.....	.....	.....	1,066	48	14	34	12	22	8	8
Minnesota School.	Combined.	Bak. Bl. Cab. Car. Ck. Dr. Fan. Gl. Ir. Pa. Pr. Sc. Sh. Sl. Wc. Wt.	29	278	143	130	90	.....	.....	.....	1,000	33	13	20	12	9	.....	.....
Mississippi Institution (a)	Combined.	Art. Cab. Car. Cp. Ck. Cl. Dra. Dr. Fan. Fa. Ga. Ho. Ir. Man. Pa. Sc. Wc. Wt. Ww. and use of tools	139	.....	.....	.....	.....	.....	.....	.....	640	16	6	10	3	4	.....	.....
Missouri School.	Combined.	Bak. Bar. Bl. Cab. Car. Ck. Dr. Dra. Ga. Ha. Pr. Sc. Sh. Ta., Wc. Wt.	409	348	212	136	98	98	.....	.....	1,879	40	19	21	9	6	10	10
Montana School.	Combined.	Fan. Man. Pr. Sc. Ta.	50	40	22	18	31	30	1	.....	90	7	4	3	2	3	3	3
Nebraska Institute.	Combined.	Art. Bak. Dr. Fa. Fl. Hor. Man. Pr. Sc. Sh. Ty	217	192	102	80	89	81	.....	.....	707	23	10	13	6	7	8	7

New Jersey School.....	Combined.....	Car., Cp., Dr., Km., He., Mi., Pr., Sh., Sl., Wc.,	152	95	57	110	40	308	18	7	11	3	9	6
New Mexico School.....	Manual.....	Art., Bak., Cab., Car., Ch., Dr., Ga., Gl., Hor.,	10	265	185	450	57	4,151	48	1	1	1	26	14
(New York Institution.....)	Combined.....	Pa., Pr., Ta., Ty., Wc.,	608	450	185	450	57	4,151	48	1	1	1	26	14
Central N. Y. Institution.....	Combined.....	Car., Dr., Gl., Pr., Se., Sh., Wc.,	137	118	53	118	.....	545	15	6	9	5	7	4
Western New York Inst'n.....	Man. Alph.....	Art., Bak., Cab., Car., Ch., Cl., Dra., Dr., Ga.,	153	184	91	184	.....	675	22	6	16	4	7	9
N. Y. Northern New York Inst'n.....	Combined.....	Ho. Man., Pa., Pr., Se., Sl., Wc.,	19	43	36	63	44	211	12	3	9	.....	9	3
Institution for Imp'v'd Ins'u.....	Oral.....	Cab., Car., Dr., Pr., Sh.,	252	216	107	216	210	984	32	6	26	2	20	10
Le Contoux St. Mary's Inst'n.....	Combined.....	Car., Dr., Pr., Sh., Ta., Wc.,	180	169	97	150	8	827	22	2	20	4	12	6
St. Joseph's Institute.....	Combined.....	Art., Bak., Car., Ch., Dr., Fa., Fau., Ga., Ho., Pr.,	442	411	200	411	411	1,386	50	7	43	2	35	14
Albany Home School (e).....	Combined.....	Sh., Se., Sl., Ta., Wc., Wt., Ww.,	114	80	32	16	14	2	1,297	12	7	5	5	2
School at Raleigh.....	Combined.....	Car., Ch., Do., Dr., Fan., Ga., Se., Sh., Ww.,	267	228	117	111	124	124	5	0	30	9	21	4
School at Morganton.....	Combined.....	Br., Car., Ch., Fa., Ga., Han., Ma., Pr., Sh.,	66	60	29	31	33	27	6	167	10	5	5	6
North Dakota School.....	Combined.....	Bo., Car., Pr., Se.,	594	507	279	278	263	254	3,389	52	18	34	14	20
Ohio Institution.....	Combined.....	Art., Bak., Bo., Cab., Car., Ch., Dr., El., Em., Fl.,	74	69	29	40	.....	145	5	1	4	2	.....	4
Oklahoma Institute.....	Manual.....	Pa., Pr., Sh., Sl., Ta.,	89	72	38	34	39	32	271	11	6	5	6	6
Oregon School.....	Combined.....	Bak., Car., Ch., Ha., Pr., Se., Sh.,	574	478	249	229	478	478	3,260	72	18	54	6	56
Penn. Inst'n { Oral Dep't.....	Oral.....	Bak., Ch., Pa., Pl., Pr., Sh., St., Ta., Wc., Wt.,	248	226	119	107	184	.....	822	28	10	18	4	18
Western Penna. Institution.....	Man. Alph.....	Cab., Car., Dr., Fa., Pr., Sh.,	85	85	40	45	85	85	15	2	13	.....	9	3
Pennsylvania Oral School.....	Oral.....	Ch., Dr., Ho., Pr., Se., Sh., Ven., Wt.,	61	62	37	25	62	62	137	9	1	8	.....	6
Home for Training in Speech.....	Oral.....	Ho., Man., Se.,	74	63	34	29	63	63	298	12	1	11	.....	7
Rhode Island Institute.....	Oral.....	Ch., Se., Sl.,	128	101	60	51	39	39	500	15	7	8	5	5
South Carolina Institution.....	Combined.....	Cab., Ch., Dra., Fan., Ho., Ir., Pa., Pr., Se., Sh., Wc.,	58	49	19	30	10	8	1,239	18	8	10	3	4
South Dakota School.....	Combined.....	O r. Pa., Pap., Pr.,	292	243	133	110	51	51	.....	43	19	23	8	20
Tennessee School.....	Combined.....	Car., Pr., Sh.,	459	416	250	196	267	267	144	13	5	8	.....	5
Texas School.....	Combined.....	Art., Bak., Car., Pa., Pr., Se., Sh., Ta.,	60	61	33	28	.....	.....	259	19	11	8	2	7
Texas Institute for Colored.....	Manual.....	Bl., Br., Ch., Dr., Ma., Sh.,	84	99	59	40	80	63	.....	.....	.....	.....	.....	.....
Utah School.....	Combined.....	Bar., Bl., Cab., Car., Ch., Dr., Em., Gl., Ho.,	159	153	79	76	61	61	961	18	7	11	4	5
Virginia School.....	Combined.....	Pa., Pr., Se., Sl.,	110	92	48	48	22	12	303	11	8	3	.....	3
Washington State School.....	Combined.....	Car., Dr., Pr., Sh.,	161	163	92	71	41	31	700	23	11	12	5	4
West Virginia School.....	Combined.....	Cab., Car., Ch., Dr., Ta.,	201	191	110	81	120	115	1,309	27	12	15	5	13
Wisconsin School.....	Combined.....	Bak., Cab., Ch., Dr., Man., Mi., Pr., Sh.,	10,326	9,380	5,463	4,468	6,375	4,652	73	48,048	1276	456	819	247
57 Public Schools.....	.....	.....	810	953	507	446	948	868	54	2,029	128	4	124	3
55 Public Day-Schools (b).....	.....	.....	512	461	205	256	377	223	2,051	88	11	77	2	67
16 Demon'1 and Private Schools (c).....	.....	.....	11,648	11,341	6,174	6,170	7,700	5,733	149	52,128	1691	471	1050	252
128 Schools in the United States.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	749	393

* See page 51. † A = number taught wholly or chiefly by the Oral method. O = number taught wholly or chiefly by the Articulate method. ‡ Including the superintendent or principal and the teachers of industries. (e) See page 47. (f) See page 42. (g) See page 41. (h) See page 40. (i) See page 39. (j) See page 38. (k) See page 37. (l) See page 36. (m) See page 35. (n) See page 34. (o) See page 33. (p) See page 32. (q) See page 31. (r) See page 30. (s) See page 29. (t) See page 28. (u) See page 27. (v) See page 26. (w) See page 25. (x) See page 24. (y) See page 23. (z) See page 22. (aa) See page 21. (ab) See page 20. (ac) See page 19. (ad) See page 18. (ae) See page 17. (af) See page 16. (ag) See page 15. (ah) See page 14. (ai) See page 13. (aj) See page 12. (ak) See page 11. (al) See page 10. (am) See page 9. (an) See page 8. (ao) See page 7. (ap) See page 6. (aq) See page 5. (ar) See page 4. (as) See page 3. (at) See page 2. (au) See page 1. (av) See page 0. (aw) See page -1. (ax) See page -2. (ay) See page -3. (az) See page -4. (ba) See page -5. (bb) See page -6. (bc) See page -7. (bd) See page -8. (be) See page -9. (bf) See page -10. (bg) See page -11. (bh) See page -12. (bi) See page -13. (bj) See page -14. (bk) See page -15. (bl) See page -16. (bm) See page -17. (bn) See page -18. (bo) See page -19. (bp) See page -20. (bq) See page -21. (br) See page -22. (bs) See page -23. (bt) See page -24. (bu) See page -25. (bv) See page -26. (bw) See page -27. (bx) See page -28. (by) See page -29. (bz) See page -30. (ca) See page -31. (cb) See page -32. (cc) See page -33. (cd) See page -34. (ce) See page -35. (cf) See page -36. (cg) See page -37. (ch) See page -38. (ci) See page -39. (cj) See page -40. (ck) See page -41. (cl) See page -42. (cm) See page -43. (cn) See page -44. (co) See page -45. (cp) See page -46. (cq) See page -47. (cr) See page -48. (cs) See page -49. (ct) See page -50. (cu) See page -51. (cv) See page -52. (cw) See page -53. (cx) See page -54. (cy) See page -55. (cz) See page -56. (da) See page -57. (db) See page -58. (dc) See page -59. (dd) See page -60. (de) See page -61. (df) See page -62. (dg) See page -63. (dh) See page -64. (di) See page -65. (dj) See page -66. (dk) See page -67. (dl) See page -68. (dm) See page -69. (dn) See page -70. (do) See page -71. (dp) See page -72. (dq) See page -73. (dr) See page -74. (ds) See page -75. (dt) See page -76. (du) See page -77. (dv) See page -78. (dw) See page -79. (dx) See page -80. (dy) See page -81. (dz) See page -82. (ea) See page -83. (eb) See page -84. (ec) See page -85. (ed) See page -86. (ee) See page -87. (ef) See page -88. (eg) See page -89. (eh) See page -90. (ei) See page -91. (ej) See page -92. (ek) See page -93. (el) See page -94. (em) See page -95. (en) See page -96. (eo) See page -97. (ep) See page -98. (eq) See page -99. (er) See page -100. (es) See page -101. (et) See page -102. (eu) See page -103. (ev) See page -104. (ew) See page -105. (ex) See page -106. (ey) See page -107. (ez) See page -108. (fa) See page -109. (fb) See page -110. (fc) See page -111. (fd) See page -112. (fe) See page -113. (ff) See page -114. (fg) See page -115. (fh) See page -116. (fi) See page -117. (fj) See page -118. (fk) See page -119. (fl) See page -120. (fm) See page -121. (fn) See page -122. (fo) See page -123. (fp) See page -124. (fq) See page -125. (fr) See page -126. (fs) See page -127. (ft) See page -128. (fu) See page -129. (fv) See page -130. (fw) See page -131. (fx) See page -132. (fy) See page -133. (fz) See page -134. (ga) See page -135. (gb) See page -136. (gc) See page -137. (gd) See page -138. (ge) See page -139. (gf) See page -140. (gg) See page -141. (gh) See page -142. (gi) See page -143. (gj) See page -144. (gk) See page -145. (gl) See page -146. (gm) See page -147. (gn) See page -148. (go) See page -149. (gp) See page -150. (gq) See page -151. (gr) See page -152. (gs) See page -153. (gt) See page -154. (gu) See page -155. (gv) See page -156. (gw) See page -157. (gx) See page -158. (gy) See page -159. (gz) See page -160. (ha) See page -161. (hb) See page -162. (hc) See page -163. (hd) See page -164. (he) See page -165. (hf) See page -166. (hg) See page -167. (hh) See page -168. (hi) See page -169. (hj) See page -170. (hk) See page -171. (hl) See page -172. (hm) See page -173. (hn) See page -174. (ho) See page -175. (hp) See page -176. (hq) See page -177. (hr) See page -178. (hs) See page -179. (ht) See page -180. (hu) See page -181. (hv) See page -182. (hw) See page -183. (hx) See page -184. (hy) See page -185. (hz) See page -186. (ia) See page -187. (ib) See page -188. (ic) See page -189. (id) See page -190. (ie) See page -191. (if) See page -192. (ig) See page -193. (ih) See page -194. (ii) See page -195. (ij) See page -196. (ik) See page -197. (il) See page -198. (im) See page -199. (in) See page -200. (io) See page -201. (ip) See page -202. (iq) See page -203. (ir) See page -204. (is) See page -205. (it) See page -206. (iu) See page -207. (iv) See page -208. (iw) See page -209. (ix) See page -210. (iy) See page -211. (iz) See page -212. (ja) See page -213. (jb) See page -214. (jc) See page -215. (jd) See page -216. (je) See page -217. (jf) See page -218. (jg) See page -219. (jh) See page -220. (ji) See page -221. (jj) See page -222. (jk) See page -223. (jl) See page -224. (jm) See page -225. (jn) See page -226. (jo) See page -227. (jp) See page -228. (jq) See page -229. (jr) See page -230. (js) See page -231. (jt) See page -232. (ju) See page -233. (jv) See page -234. (jw) See page -235. (jx) See page -236. (jy) See page -237. (jz) See page -238. (ka) See page -239. (kb) See page -240. (kc) See page -241. (kd) See page -242. (ke) See page -243. (kf) See page -244. (kg) See page -245. (kh) See page -246. (ki) See page -247. (kj) See page -248. (kl) See page -249. (km) See page -250. (kn) See page -251. (ko) See page -252. (kp) See page -253. (kq) See page -254. (kr) See page -255. (ks) See page -256. (kt) See page -257. (ku) See page -258. (kv) See page -259. (kw) See page -260. (kx) See page -261. (ky) See page -262. (kz) See page -263. (la) See page -264. (lb) See page -265. (lc) See page -266. (ld) See page -267. (le) See page -268. (lf) See page -269. (lg) See page -270. (lh) See page -271. (li) See page -272. (lj) See page -273. (lk) See page -274. (ll) See page -275. (lm) See page -276. (ln) See page -277. (lo) See page -278. (lp) See page -279. (lq) See page -280. (lr) See page -281. (ls) See page -282. (lt) See page -283. (lu) See page -284. (lv) See page -285. (lw) See page -286. (lx) See page -287. (ly) See page -288. (lz) See page -289. (ma) See page -290. (mb) See page -291. (mc) See page -292. (md) See page -293. (me) See page -294. (mf) See page -295. (mg) See page -296. (mh) See page -297. (mi) See page -298. (mj) See page -299. (mk) See page -300. (ml) See page -301. (mn) See page -302. (mo) See page -303. (mp) See page -304. (mq) See page -305. (mr) See page -306. (ms) See page -307. (mt) See page -308. (mu) See page -309. (mv) See page -310. (mw) See page -311. (mx) See page -312. (my) See page -313. (mz) See page -314. (na) See page -315. (nb) See page -316. (nc) See page -317. (nd) See page -318. (ne) See page -319. (nf) See page -320. (ng) See page -321. (nh) See page -322. (ni) See page -323. (nj) See page -324. (nk) See page -325. (nl) See page -326. (nm) See page -327. (nn) See page -328. (no) See page -329. (np) See page -330. (nq) See page -331. (nr) See page -332. (ns) See page -333. (nt) See page -334. (nu) See page -335. (nv) See page -336. (nw) See page -337. (nx) See page -338. (ny) See page -339. (nz) See page -340. (oa) See page -341. (ob) See page -342. (oc) See page -343. (od) See page -344. (oe) See page -345. (of) See page -346. (og) See page -347. (oh) See page -348. (oi) See page -349. (oj) See page -350. (ok) See page -351. (ol) See page -352. (om) See page -353. (on) See page -354. (oo) See page -355. (op) See page -356. (oq) See page -357. (or) See page -358. (os) See page -359. (ot) See page -360. (ou) See page -361. (ov) See page -362. (ow) See page -363. (ox) See page -364. (oy) See page -365. (oz) See page -366. (pa) See page -367. (pb) See page -368. (pc) See page -369. (pd) See page -370. (pe) See page -371. (pf) See page -372. (pg) See page -373. (ph) See page -374. (pi) See page -375. (pj) See page -376. (pk) See page -377. (pl) See page -378. (pm) See page -379. (pn) See page -380. (po) See page -381. (pp) See page -382. (pq) See page -383. (pr) See page -384. (ps) See page -385. (pt) See page -386. (pu) See page -387. (pv) See page -388. (pw) See page -389. (px) See page -390. (py) See page -391. (pz) See page -392. (qa) See page -393. (qb) See page -394. (qc) See page -395. (qd) See page -396. (qe) See page -397. (qf) See page -398. (qg) See page -399. (qh) See page -400. (qi) See page -401. (qj) See page -402. (qk) See page -403. (ql) See page -404. (qm) See page -405. (qn) See page -406. (qo) See page -407. (qp) See page -408. (qq) See page -409. (qr) See page -410. (qs) See page -411. (qt) See page -412. (qu) See page -413. (qv) See page -414. (qw) See page -415. (qx) See page -416. (qy) See page -417. (qz) See page -418. (ra) See page -419. (rb) See page -420. (rc) See page -421. (rd) See page -422. (re) See page -423. (rf) See page -424. (rg) See page -425. (rh) See page -426. (ri) See page -427. (rj) See page -428. (rk) See page -429. (rl) See page -430. (rm) See page -431. (rn) See page -432. (ro) See page -433. (rp) See page -434. (rq) See page -435. (rr) See page -436. (rs) See page -437. (rt) See page -438. (ru) See page -439. (rv) See page -440. (rw) See page -441. (rx) See page -442. (ry) See page -443. (rz) See page -444. (sa) See page -445. (sb) See page -446. (sc) See page -447. (sd) See page -448. (se) See page -449. (sf) See page -450. (sg) See page -451. (sh) See page -452. (si) See page -453. (sj) See page -454. (sk) See page -455. (sl) See page -456. (sm) See page -457. (sn) See page -458. (so) See page -459. (sp) See page -460. (sq) See page -461. (sr) See page -462. (ss) See page -463. (st) See page -464. (su) See page -465. (sv) See page -466. (sw) See page -467. (sx) See page -468. (sy) See page -469. (sz) See page -470. (ta) See page -471. (tb) See page -472. (tc) See page -473. (td) See page -474. (te) See page -475. (tf) See page -476. (tg) See page -477. (th) See page -478. (ti) See page -479. (tj) See page -480. (tk) See page -481. (tl) See page -482. (tm) See page -483. (tn) See page -484. (to) See page -485. (tp) See page -486. (tq) See page -487. (tr) See page -488. (ts) See page -489. (tu) See page -490. (tv) See page -491. (tw) See page -492. (tx) See page -493. (ty) See page -494. (tz) See page -495. (ua) See page -496. (ub) See page -497. (uc) See page -498. (ud) See page -499. (ue) See page -500. (uf) See page -501. (ug) See page -502. (uh) See page -503. (ui) See page -504. (uj) See page -505. (uk) See page -506. (ul) See page -507. (um) See page -508. (un) See page -509. (uo) See page -510. (up) See page -511. (uq) See page -512. (ur) See page -513. (us) See page -514. (ut) See page -515. (uu) See page -516. (uv) See page -517. (uw) See page -518. (ux) See page -519. (uy) See page -520. (uz) See page -521. (va) See page -522. (vb) See page -523. (vc) See page -524. (vd) See page -525. (ve) See page -526. (vf) See page -527. (vg) See page -528. (vh) See page -529. (vi) See page -530. (vj) See page -531. (vk) See page -532. (vl) See page -533. (vm) See page -534. (vn) See page -535. (vo) See page -536. (vp) See page -537. (vq) See page -538. (vr) See page -539. (vs) See page -540. (vt) See page -541. (vu) See page -542. (vv) See page -543. (vw) See page -544. (vx) See page -545. (vy) See page -546. (vz) See page -547. (wa) See page -548. (wb) See page -549. (wc) See page -550. (wd) See page -551. (we) See page -552. (wf) See page -553. (wg) See page -554. (wh) See page -555. (wi) See page -556. (wj) See page -557. (wk) See page -558. (wl) See page -559. (wm) See page -560. (wn) See page -561. (wo) See page -562. (wp) See page -563. (wq) See page -564. (wr) See page -565. (ws) See page -566. (wt) See page -567. (wu) See page -568. (wv) See page -569. (ww) See page -570. (wx) See page -571. (wy) See page -572. (wz) See page -573. (xa) See page -574. (xb) See page -575. (xc) See page -576. (xd) See page -577. (xe) See page -578. (xf) See page -579. (xg) See page -580. (xh) See page -581. (xi) See page -582. (xj) See page -583. (xk) See page -584. (xl) See page -585. (xm) See page -586. (xn) See page -587. (xo) See page -588. (xp) See page -589. (xq) See page -590. (xr) See page -591. (xs) See page -592. (xt) See page -593. (xu) See page -594. (xv) See page -595. (xw) See page -596. (xx) See page -597. (xy) See page -598. (xz) See page -599. (ya) See page -600. (yb) See page -601. (yc) See page -602. (yd) See page -603. (ye) See page -604. (yf) See page -605. (yg) See page -606. (yh) See page -607. (yi) See page -608. (yj) See page -609. (yk) See page -610. (yl) See page -611. (ym) See page -612. (yn) See page -613. (yo) See page -614. (yp) See page -615. (yq) See page -616. (yr) See page -617. (ys) See page -618. (yt) See page -619. (yu) See page -620. (yv) See page -621. (yw) See page -622. (yz) See page -623. (za) See page -624. (zb) See page -625. (zc) See page -626. (zd) See page -627. (ze) See page -628. (zf) See page -629. (zg) See page -630. (zh) See page -631. (zi) See page -632. (zj) See page -633. (zk) See page -634. (zl) See page -635. (zm) See page -636. (zn) See page -637. (zo) See page -638. (zp) See page -639. (zq) See page -640. (zr) See page -641. (zs) See page -642. (zt) See page -643. (zu) See page -644. (zv) See page -645. (zw) See page -646. (zx) See page -647. (zy) See page -648. (zz) See page -649. (aa) See page -650. (ab) See page -651. (ac) See page -652. (ad) See page -653. (ae) See page -654. (af) See page -655. (ag) See page -656. (ah) See page -657. (ai) See page -658. (aj) See page -659. (ak) See page -660. (al) See page -661. (am) See page -662. (an) See page -663. (ao) See page -664. (ap) See page -665. (aq) See page -666. (ar) See page -667. (as) See page -668. (at) See page -669. (au) See page -670. (av) See page -671. (aw) See page -672. (ax) See page -673. (ay) See page -674. (az) See page -675. (ba) See page -676. (bb) See page -677. (bc) See page -678. (bd) See page -679. (be) See page -680. (bf) See page -681. (bg) See page -682. (bh) See page -683. (bi) See page -684. (bj) See page -685. (bk) See page -686. (bl) See page -687. (bm) See page -688. (bn) See page -689. (bo) See page -690. (bp) See page -691. (bq) See page -692. (br) See page -693. (bs) See page -694. (bt) See page -695. (bu) See page -696. (bv) See page -697. (bw) See page -698. (bx) See page -699. (by) See page -700. (bz) See page -701. (ca) See page -702. (cb) See page -703. (cc) See page -704. (cd) See page -705. (ce) See page -706. (cf) See page -707. (cg) See page -708. (ch) See page -709. (ci) See page -710. (cj) See page -711. (ck) See page -712. (cl) See page -713. (cm) See page -714. (cn) See page -715. (co) See page -716. (cp) See page -717. (cq) See page -718. (cr) See page -719. (cs) See page -720. (ct) See page -721. (cu) See page -722. (cv) See page -723. (cw) See page -724. (cx) See page -725. (cy) See page -726. (cz) See page -727. (da) See page -728. (db) See page -729. (dc) See page -730. (dd) See page -731. (de) See page -732. (df) See page -733. (dg) See page -734. (dh) See page -735. (di) See page -736. (dj) See page -737. (dk) See page -738. (dl) See page -739. (dm) See page -7

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1905—Continued.
PUBLIC SCHOOLS (NOT INCLUDING DAY-SCHOOLS) IN THE UNITED STATES—Continued.

School.	Vacation.	How Supported.	Value of buildings and grounds.	Expenditure Last Fiscal Year.		No. vols. in library.
				For support.	For buildings and grounds.	
Alabama School.....	June 10 to Sept. 10.....	State.....	\$150,000	\$39,100	.....	500
Arkansas Institute.....	Second Wed. in June to first Wed. in Oct.....	State.....	300,000	52,376	\$45,000	1,560
California School.....	Second Wed. in June to fourth Wed. in August.....	State.....	662,000	66,026	.....	2,700
Colorado Institute.....	First Wed. in June to first Wed. in Sept.....	State.....	276,000	38,000	26,000	2,000
Columbia Institution.....	Wed. before last Wed. June to Thurs. before last Thurs. Sept.....	United States and pay pupils.....	725,000	78,015	5,710	4,800
Connecticut { American School.....	Fri. before last Wed. in June to second Wed. in Sept.....	Endowment and N. E. States.....	825,000	.....	.....	2,000
{ Mystic School.....	Twelve weeks.....	State and tuition fees.....	.....	.....	500	800
Florida School.....	June 1 to Oct. 1.....	State.....	15,000	13,089	.....	166
Georgia School.....	Third Wed. in June to second Wed. in Sept.....	State.....	96,600	30,103	1,000	1,276
Illinois School.....	Second Wed. in June to third Wed. in Sept.....	State.....	507,243	114,546	20,519	15,207
Indiana Institution.....	Second week in June to fourth week in Sept.....	State.....	194,749	70,865	991	3,882
Iowa School.....	June 30 to Oct. 1.....	State.....	600,000	45,000	275,000	3,600
Kansas School.....	Second Wed. in June to second Wed. in Sept.....	State.....	265,000	49,500	4,000	2,868
Kentucky School.....	Second Wed. in June to first Wed. in Sept.....	State.....	210,000	70,575	.....	2,600
Louisiana Institute.....	June 1 to Oct. 1.....	State.....	300,000	21,600	.....	460
Maine School.....	Middle of June to second Mon. in Sept.....	State.....	45,000	14,000	5,000	600
Maryland { Maryland School.....	Third Wed. in June to second Wed. in Sept.....	State.....	255,000	26,799	2,563	3,159
{ School for Colored.....	June 25 to Sept. 10.....	State.....	40,000	12,000	200	800
Mass. { Clarke School.....	Forty weeks after third Mon. in Sept. to third Mon. in Sept.....	Endowment, N. E. States, and pay pupils.....	150,000	51,826	.....	2,736
{ N. E. Industrial School.....	Third Wed. in June to second Thurs. in Sept.....	Voluntary contributions and State.....	15,000	5,000	.....	525
Michigan School.....	Thurs. after June 7 to third Wed. in Sept.....	State.....	689,554	92,823	7,997	4,417
Minnesota School.....	First Wed. in June to second Wed. in Sept.....	State.....	293,101	68,777	.....	2,310
Mississippi Institution.....	Third Wed. in June to first Mon. in Oct.....	State.....	128,000	24,174	77,000	1,500
Missouri School.....	First Wed. in June to second Wed. in Sept.....	State.....	335,000	80,900	.....	2,600
Montana School.....	Second Wed. in June to second Wed. in Sept.....	State.....	150,000	24,750	26,000	600
Nebraska Institute.....	Second Wed. in June to third Wed. in Sept.....	State.....	225,000	37,132	2,836	1,600
New Jersey School.....	June 16 to Sept. 10.....	State.....	150,000	40,000	5,000	3,000

New Mexico School.....	June to September	20,000	15,435	200
New York Institution.....	Second Tuesday in June to third Wed. in Sept.	478,100	15,435	11,885
Central N. Y. Institution.....	Second Wed. in June to third Wed. in Sept.	180,000	919	1,600
Western N. Y. Institution.....	Forty-two Ws after first Mon. in Sept. to first Mon. in Sept.	200,000	245	8,960
Northern N. Y. Institution.....	Second Wed. in June to second Wed. in Sept.	110,000	11,000	810
Inst. for Imp. and Ins. n.....	Third Wed. in June to first Wed. in Sept.	211,855	66,729	1,000
Le Contreuil St. Mary's Inst.....	Wed. before last week in June to first Mon. in Sept.	212,000	98,948	980
St. Joseph's Institution.....	Last Fri. in June to second Mon. in Sept.	600,000	110,948	2,600
Albany House School.....	Second Wed. in June to second Wed. in Sept.	100,000	17,500	1,950
School at Raleigh.....	Second Wed. in June to second Wed. in Sept.	250,000	42,500	1,950
School at Morganton.....	Second Wed. in June to second Wed. in Sept.	80,000	21,602	760
North Dakota School.....	Second Wed. in June to second Wed. in Sept.	650,000	112,000	2,792
Ohio Institution.....	July and August	43,870	18,745	260
Oregon School.....	June to Sept. 20	1,000,000	143,872	7,360
Penn. Institution.....	Fri. before last Wed. in June to Wed. before third Fri. in Sept.	1,000,000	143,872	7,360
Western Pa. School.....	Last Wed. in June to first Wed. in Sept.	107,553	68,972	2,554
Penn. Orphan School.....	June 20 to Sept. 1	149,500	33,506	200
Home Training in Speech.....	None	65,000	19,576	705
Rhode Island Institution.....	Third Fri. in June to second Mon. in Sept.	97,500	20,000	1,100
South Carolina Institution.....	Last Wed. in June to first Wed. in Oct.	55,900	13,424	1,000
South Dakota School.....	Second Wed. in June to second Wed. in Sept.	200,000	33,506	1,000
Texas School.....	Third Wed. in June to third Fri. in Sept.	400,000	90,968	2,660
Texas School.....	Third Wed. in June to third Wed. in Sept.	80,000	20,505	83
Texas Institute for Colored.....	June 15 to September 15	210,000	41,074	2,126
Utah School.....	First Wed. in June to first Wed. in Sept.	200,000	31,800	1,560
Virginia School.....	Second Wed. in June to first Wed. in Sept.	107,088	1,000	1,100
Washington State School.....	Thurs. after last Wed. in May to last Wed. in Aug.	150,000	47,000	1,500
West Virginia School.....	Forty weeks after second Wed. in Sept. to second Wed. in Sept.	130,000	49,560	3,000
Wisconsin School.....	Second Wed. in June to second Wed. in Sept.			

** No information received.

* Contains a department for the blind also, the expenses of which are included in the statement of expenditures.

57 Public Schools.
55 Public Day Schools. (See page 44.)
16 Denominational and Private
Schools. (See page 48.)
128 Schools in the United States.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1905—Continued.

B.—PUBLIC DAY-SCHOOLS IN THE UNITED STATES.

School.	Location.	Date of opening.	Chief Executive Officer.
California.....	Fresno Day-School for the Deaf.....	1904	Miss Maud N. Applegarth, Teacher.
	Los Angeles Day-School for the Deaf.....	1899	Miss Mary E. Bennett, Teacher.
	Oakland Oral Class for the Deaf.....	1898	Miss Charlotte Louise Morgan, Prin.
	Sacramento Day-School for the Deaf.....	1901	Miss H. Kay Kriba, Principal.
	San Francisco Day-School for the Deaf.....	1901	Mrs. Jennie Bright Holden, Principal.
Illinois.....	Aurora Day-School for the Deaf.....	1903	Miss Maggie Neel Proctor, Teacher.
	Burr Public Day-School for the Deaf.....	1898	
	Clark Public Day-School for the Deaf.....	1902	
	Darwin Public Day-School for the Deaf.....	1898	
	Dore Public Day-School for the Deaf.....	1875	
Indiana.....	Hammond Public Day-School for the Deaf.....	1902	
	Holden Public Day-School for the Deaf.....	1905	
	Kozminski Public Day-School for the Deaf.....	1896	Miss Mary McCowen, Sup'g Principal.
	Normal Practice Public Day-School for the Deaf.....	1903	
	Ogden Public Day-School for the Deaf.....	1896	
Massachusetts.....	Seward Public Day-School for the Deaf.....	1897	
	Yale Public Day-School for the Deaf.....	1896	
	Rock Island Day-School for the Deaf.....	1896	
	Hornac Mann School.....	1901	Miss Meta C. Wittig, Teacher.
	Bay City Day-School for the Deaf.....	1899	Miss Sarah Fuller, Principal.
Michigan.....	Calumet Day-School for the Deaf.....	1901	Miss Martha M. Hill, Teacher.
	Detroit Day-School for the Deaf.....	1902	Miss Gertrude Van Adestine, Principal.
	Grand Rapids Day-School for the Deaf.....	1894	Miss Elizabeth Van Adestine, Principal.
	Ironwood Day-School for the Deaf.....	1899	Mrs. Lon Sigler, Principal.
	Jaspertown Day-School for the Deaf.....	1903	Ethel M. Marchant, Teacher.
Missouri.....	Jackson Day-School for the Deaf.....	1904	Miss Katherine Frits, Teacher.
	Kalamazoo Day-School for the Deaf.....	1903	Miss Gertrude A. Coleman, Teacher.
	Manistee Day-School for the Deaf.....	1904	Miss Alice Jenkins, Principal.
	Menominee Day-School for the Deaf.....	1904	Miss Harriett I. Sanford, Teacher.
	Muskegon Day-School for the Deaf.....	1900	Miss Mary Daniel Cason, Teacher.
Missouri.....	Saginaw Day-School for the Deaf.....	1901	Miss Jennie Sanford, Teacher.
	Saginaw Day-School for the Deaf.....	1901	Miss Rita E. MacFarlane, Teacher.
	Traverse City Day-School for the Deaf.....	1904	Miss Caroline Shaw, Teacher.
	Gallaudet School.....	1878	Jas. H. Cloud, M. A., Principal.

Ohio.....	Ashtabula Day-School for the Deaf.....	Ashtabula, O. (Division St. School).....	1893	Mrs. Rosa Keeler, Teacher.
	Cleveland Day-School for the Deaf.....	Cleveland, Ohio (c).....	1892	Miss Grace C. Burton, M. A., Principal.
	Dayton School for the Deaf.....	Dayton, O. (1st and St. Clair Sts.).....	1899	Miss Nannie C. Kennedy, Principal.
	Elyria School for the Deaf.....	Elyria, Ohio (W. Ave. and 6th St.).....	1896	Miss Harryette A. Maxted, Teacher.
	L. S. Fitchheimet School for Prom'n of Speech and Hearing.....	Cincinnati, Ohio (719 W. Sixth St.).....	1896	Miss Virginia A. Osborn, Principal.
	Appleton Day-School for the Deaf.....	Appleton, Wis. (6th Ave. and 2d St.).....	1898	Miss Hannah I. Gardner, Teacher.
	Ashtabula Day-School for the Deaf.....	Ashtabula, Wis. (7th Ave. and 2d St.).....	1897	Miss Alice V. Rohde, Head Teacher.
	Black River Falls School for the Deaf.....	Black River Falls, Wis. (High School Bldg.).....	1897	Miss Mary Zassenhaus, Head Teacher.
	Eau Claire Day-School for the Deaf.....	Eau Claire, Wis. (High School Bldg.).....	1895	Miss Jennie C. Smith, Head Teacher.
	Fond du Lac Day-School for the Deaf.....	Fond du Lac, Wis. (Grant School).....	1895	Miss Anna Sullivan, Head Teacher.
	Green Bay Day-School for the Deaf.....	Green Bay, Wis. (E. 8th and Vine Sts.).....	1897	Miss Anna Sullivan, Head Teacher.
	La Crosse Day-School for the Deaf.....	La Crosse, Wis. (6th and Vine Sts.).....	1897	Mrs. Elizabeth H. Irish, B. A. Teacher.
	Marquette Day-School for the Deaf.....	Marquette, Wis. (High School Bldg.).....	1895	Mrs. Elizabeth H. Irish, B. A. Teacher.
	Milwaukee Day-School for the Deaf.....	Milwaukee, Wis. (d).....	1895	Miss Daisy Minahan, Teacher.
	Nellville Day-School for the Deaf.....	Nellville, Wis. (Dale School).....	1895	Miss Anna M. Troutson, Teacher.
	Oshkosh Day-School for the Deaf.....	Oshkosh, Wis. (Jefferson School).....	1895	Miss Anna M. Troutson, Teacher.
	Racine Day-School for the Deaf.....	Racine, Wis. (Jefferson School).....	1895	Miss Anna M. Troutson, Teacher.
	Shelby Day-School for the Deaf.....	Shelby, Wis. (2d Ward School).....	1894	Miss Katharine Griggs, Head Teacher.
	Sparta Day-School for the Deaf.....	Sparta, Wis. (Spring and Pine Sts.).....	1899	Miss Etta M. Golden, Teacher.
	Stevens Point Day-School for the Deaf.....	Stevens Point, Wis. (Howe School).....	1905	Miss Charlotte Sherman, Teacher.
	Superior Day-School for the Deaf.....	Superior, Wis. (Howe School).....	1905	Miss Blanche Argyle, Teacher.
	Wausau Day-School for the Deaf.....	Wausau, Wis. (Scott and 6th Sts.).....	1897	Miss Della C. Page, Head Teacher.
	Wausau Day-School for the Deaf.....	Wausau, Wis. (Scott and 6th Sts.).....	1899	Miss Margaret Hurley, Head Teacher.
Wisconsin.....				
	55 Public Day-Schools in the United States.			

(a) The first Public Day-School for the Deaf in Chicago was opened in 1875 in a rented building on Van Buren Street.
 (d) Cor. Seventh and Prairie Streets. (c) 1304 Wilson Avenue. (f) Wilkins School, Porter Street. (g) Lafayette School, 17th and West Streets.
 (h) Lincoln School, 7th Ave. and 22d Street. (i) Grove Street, between Polk and Larkin.

[illegible]

• See page 51

* See page 61.
† A = number taught wholly or chiefly by the Auricular method. B = number taught wholly or chiefly by the Oral method. C = number taught wholly or chiefly by the Auricular method. ‡ Including the principal and the teachers of industries. § Including those who teach speech and those who teach by speech, but not the teachers of industries.
(a) See page 52.
(1) For the year 1904.
(c) See page 55.

(a) See page 52. (1) For the year 1904.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1905—Continued.
PUBLIC DAY-SCHOOLS IN THE UNITED STATES—Continued.

School.	Vacation.	How Supported.
California.		
Fresno School.....	June 15 to September 1.....	City.
Los Angeles School.....	July and August.....	City, and private subscription.
Oakland School.....	Last Friday in June to first week in September.....	State and County.
Sacramento School.....	July 1 to August 1.....	State and City.
San Francisco School.....	June, July, August.....	City.
Aurora School.....		
{ Burr School.....		
{ Clarke School.....		
{ Davis School.....		
{ Dore School.....		
{ Hammond School.....		
{ Holden School.....		
{ Kozminski School.....		
{ Normal Practice School.....		
{ Ogden School.....		
{ Seward School.....		
{ Yale School.....		
Chicago	July and August.....	City.
Illinois.		
Rock Island School.....	June 6 to September 14.....	State and City.
Horace Mann School.....	Last Tuesday in June to first Wednesday in September.....	
Bay City School.....	June 15 to September 10.....	
Calumet School.....	Ten weeks from June 22.....	
Detroit School.....	Twelve weeks from June 21.....	
Grand Rapids School.....		
Ironwood School.....		
Isipenning School.....	June 20 to September 1.....	
Jackson School.....	Begins June 14.....	
Kalamazoo School.....	Ten weeks from June 23.....	
Manistee School.....	June 17 to September 12.....	
Menominee School.....	July and August.....	
Muskegon School.....	Begins June 1.....	
Saginaw School.....	Begins June 22.....	
Traverse City School.....	July and August.....	
Michigan.		
Traverse City School.....	July and August.....	State and City.

Missouri.....	Gallaudet School.....	Second Friday in June to first Monday in September.....	City.
	Ashland School.....	June 18 to September 18.....	
	Cleveland School.....	June 18 to September 18.....	
Ohio.....	Dayton School.....	June 18 to September 18.....	City.
	Elyria School.....	June 20 to September 8.....	
	I. S. Feeble-minded School.....	June 23 to first Monday in September.....	
	Appleton School.....	June 17 to first Monday in September.....	
	Ashland School.....	June, July, August.....	
	Black River Falls School.....	June 3 to first Monday in September.....	
	Eau Claire School.....	June, July, August.....	
	Fond du Lac School.....	June, July, August.....	
	Green Bay School.....	June, July, August.....	
	La Crosse School.....	June 21 to September 1.....	
	Madison School.....	Twelve weeks from June 23.....	
	Marquette School.....	Last Friday in June to first Monday in September.....	
	Milwaukee School.....	June 3 to September 1.....	
	Nellaville School.....	June 23 to September 1.....	
	Oakland School.....	June 23 to September 1.....	
	Racine School.....	June 18 to September 1.....	
	Shelby School.....	June 4 to September 1.....	
	Shelby School.....	June, July, August.....	
	Stevens Point School.....	June 12 to first Monday in September.....	
	Superior School.....	June, July, August.....	
	Wausau School.....	June, July, August.....	
Wisconsin.....			State and Cities.

55 Public Day-Schools in the United States.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1903 - Continued.

C.--DENOMINATIONAL AND PRIVATE SCHOOLS IN THE UNITED STATES.

School.	Location.	Date of Opening.	Chief Executive Officer.
California.....	St. Joseph's School for the Deaf.....	1895	Sister M. Valeria, Principal.
Illinois.....	Epiphany School for the Deaf.....	1894	Miss Margaret Osgrove, Sup. and Prin.
Indiana.....	The Central Oral School for Young Deaf Children.....	1893	Miss Cornelia D. Bligham, Principal.
Louisiana.....	Deaf-Mute Institute of the Holy Rosary.....	1890	Peter Faucher, President.
Maryland.....	F. Kapp's Institute (a).....	1897	Rev. Mother M. Joseph Hartwell, Supt.
Massachusetts.....	(St. Francis Xavier's School for the Deaf.....	1899	Thomas Maguire, Superintendent.
Michigan.....	The Boston School for the Deaf.....	1898	Miss Ella L. Clark, Principal & Matron.
Minnesota.....	The Sacred Heart Home for Little Deaf Children.....	1893	Rev. William Gilroy, B. A., Supt.
Missouri.....	Evangelical Lutheran Deaf-Mute Institute.....	1893	Sisters of St. Joseph.
New York.....	St. Joseph's Institute for the Deaf.....	1893	Rev. Mother Ague, Gonzaga, Principal.
Ohio.....	St. Joseph's Institute for Children with Defective Hearing.....	1901	Mrs. A. Reno Margulies, Principal.
Wisconsin.....	St. John's Institute for Deaf-Mutes.....	1901	Mrs. J. Scott Anderson, Principal.
16 Denominational and Private Schools in the United States.	Washington Heights School for Children with Defective Hearing.....	1894	John Dutton Wright, M. A., Principal.
	The Wright Oral School.....	1890	Sister Mary of the Sacred Heart, Prin.
	St. John's Institute for Deaf-Mutes.....	1876	Rev. M. M. Gerend, President.
	St. Francis, Wis.....		
(a) 847 St. Nicholas Avenue.	(b) 1 and 2 Mt. Morris Park, West.	(c) No information received.	

School.	Methods of Instruction.*	Industries Taught. (b)	Within the last fiscal year.	NUMBER OF PUPILS.				PRESENT NUMBER OF INSTRUCTORS.						
				PRESENT NOV. 10, 1906.				PRESENT NOV. 10, 1906.						
				Total.	Male.	Female.	Taught Speech.†	Total have received instruction.	Total.††	Male.††	Female.††	Deaf.††	Attention.††	Industrial.††
Cal.....	St. Joseph's School	Art, Dr., Em.	40	39	17	22	95	20	5	80	4	4	2	1
Ill.....	Ephrussi School	Combined.	62	53	33	20	53	26	26	330	8	8	5	2
La.....	The McCowan Oral School (c)	Oral	42	26	17	9	26	26	26	130	8	1	8	2
La.....	Institute of the Holy Rosary	Combined.	32	25	13	12	12	12	12	130	8	7	4	2
Md.....	Mr. Knapp's Institute (a)	Combined	66	82	34	48	82	82	82	103	12	11	9	2
Mass.....	St. Francis Xavier's School (e)	Oral	18	10	6	4	10	10	10	80	2	2	1	2
Mich.....	Boston School	Oral	30	33	25	8	33	21	21	277	4	3	1	3
Mo.....	Sarah Fuller Home	Combined	39	39	39	39	21	21	21	400	3	3	3	3
Mo.....	Evangelical Lutheran Institute.	Combined.	21	16	16	14	14	14	14	70	3	3	2	2
N. Y.....	Mater Concordia School	Combined.	11	10	7	3	10	5	5	.....	4	4	4	4
N. Y.....	St. Joseph's Institute	Oral and Auricular	13	11	8	3	11	7	4	28	7	7	5	2
N. Y.....	Reno Margulies School	do	31	22	11	11	22	22	22	101	11	2	9	9
Ohio.....	Washington Heights School.	Oral	23	15	4	11	13	9	4	.....	3	3	3	3
Wis.....	The Wright Oral School	Combined	83	80	47	33	46	43	4	443	11	4	7	4
16	Notre Dame School	Combined	512	461	203	256	377	223	22	2,051	88	11	77	2
16	St. John's Institute	Combined												
16	Denominational and Private Schools.....													

* See page 51. † A = number taught speech. B = number taught wholly or chiefly by the Oral method. C = number taught wholly or chiefly by the Auricular method. †† Including the principal and the teachers of industries. ‡ Including those who teach speech and those who teach by speech, but not the teachers of industries. (a) No information received. (b) See page 52. (c) For the year 1904.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1903—Continued.
DENOMINATIONAL AND PRIVATE SCHOOLS IN THE UNITED STATES—Continued.

School.	Vacation.	How Supported.
California.....	Two months.....	Industry of sisters and tuition fees.
St. Joseph's School.....	Last Friday in June to first Monday in September.....	Tuition fees and voluntary subscriptions.
Illinois.....	None.....	Tuition fees and voluntary contributions.
McGovern Oral School.....	June 1 to September 1.....	Tuition fees and voluntary contributions.
Louisiana.....	Two months.....	Voluntary contributions
Institute of the Holy Rosary.....	Third Wednesday in June to second Wednesday in September.....	Corporate funds.
Maryland.....	Two months.....	Private subscription.
St. Francis Xavier's School.....	Six weeks ending Wednesday following Labor Day.....	Tuition fees and Lutheran Congregations.
Massachusetts.....	Last Wednesday in June to first Wednesday in September.....	Tuition fees and voluntary contributions.
Boston School.....	Last week of June to first week of September.....	Voluntary contributions and tuition fees.
Michigan.....	June 30 to September 1.....	Tuition fees.
Berkshire Institute.....	June 15 to September 15.....	Tuition fees.
Missouri.....	None.....	Tuition fees.
St. Joseph's Institute.....	June 7 to October 1.....	Tuition fees.
New York.....	15th of June to first week in September.....	Voluntary contributions and tuition fees.
Washington Heights School.....	End of June to first week in September.....	
Ohio.....		
The Wright Oral School.....		
Wisconsin.....		
St. John's Institute.....		
16 Denominational and Private Schools.		

* No information received.

† Summer School at No. 12 Mt. Zion Way, Ocean Grove, N. J., from June 1 to October 1.

C.—SCHOOLS IN CANADA.

School.	Location.	Date of opening.	Chief Executive Officer.	NUMBER OF PUPILS.										PRESENT NUMBER OF INSTRUCTORS.			
				PRESENT NOV. 10, 1905.													
				Within the last Fiscal Year.										Total have received instruction.			
				Total.		Male.		Female.		Taught Speech.*		Total have received instruction.		Male.††	Female.††	Deaf.	Articulate.
				A.†	B.†	A.†	B.†	A.†	B.†	A.†	B.†	A.†	B.†				
Manitoba Institution for the Deaf and Dumb	Winnipeg, Manitoba.	1888	D. W. McDermid, Principal.	86	69	40	29	20	20	...	...	169	...	10	4	3	1
New Brunswick School for the Deaf.	St. John, N. B. (Lancaster H's)	1903	James Fearon, Principal.	42	37	19	18	24	24	...	...	47	...	3	1	2	1
Rova Scotia—Halifax Institution for the Deaf and Dumb.	Halifax, N. S.	1887	Robert Matheson, M. A., Sup't and Prin.	111	85	40	45	67	67	...	...	526	...	10	5	1	6
Ontario Institution for the Deaf and Dumb.	Bellefleur, Ontario.	1870	Rev. J. M. Cadieux, C. S. V., Director.	288	214	91	123	58	58	...	...	1,352	...	24	13	11	5
Catholic Male Deaf and Dumb Institution.	Montreal, P. Q. (586 St. Denis St.)	1848	Rev. Sister Philippe de Jesus, Superior.	110	45	45	...	43	65	...	...	910	...	26	26	...	...
Quebec { Catholic Female Deaf and Dumb Institution.	Montreal, P. Q. (586 St. Denis St.)	1851	Mrs. Harriet E. Ashcroft, Superintendent.	83	50	...	...	93	93	...	...	1012	...	42	42	...	...
{ Mackay Institution for Protestant Deaf-Mutes and the Blind.	Montreal, P. Q. (a)	1870		80	61	31	31	67	13	...	...	...	...	10	3	7	2
7 Schools in Canada.				834	720	331	349	435	268	3	4,016	...	...	123	62	73	14

* See page 51. † A = number taught wholly or chiefly by the Oral method. †† Including the principal and the teachers of industries. (a) Notre Dame de Grace. (b) See page 52.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, NOVEMBER 10, 1903—Continued.
SCHOOLS IN CANADA—Continued.

School.	Vacation.	How Supported.	Value of buildings and grounds.	EXPENDITURE LAST FISCAL YEAR.		No. volumes in library.
				For support.	For buildings and grounds.	
Manitoba Institution	Second Wed. in June to second Wed. in Sept.	Province	\$100,000	\$19,711	\$947	600
New Brunswick School	Last week in June to first week in Sept.	Province and voluntary contributions	20,000	5,000	2,000	100
Nova Scotia—Halifax Institution	Third Wed. in June to second Wed. in Sept.	Province and voluntary contributions	160,000	21,269	5,000	320
Ontario Institution	Third Wed. in June to first Wed. in Sept.	Province	266,500	51,433	1,500	2,875
Quebec { Catholic Inst'n (Male)	June 20 to Sept. 1	Province, pupils, and vol. contributions	15,000			2,400
{ Catholic Inst'n (Female)	Third Wed. in June to second Wed. in Sept.	Province and voluntary contributions	47,500	10,108	377	1,000
{ Mackay Institution		Province, pupils, and vol. contributions				
† Schools in Canada.						

METHODS OF INSTRUCTION IN AMERICAN SCHOOLS FOR THE DEAF.

The "Methods of Instruction" named in the preceding Tabular Statement may be defined as follows:

I. *The Manual Method.*—Signs, the manual alphabet, and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are mental development and facility in the comprehension and use of written language. The degree of relative importance given to these three means varies in different schools; but it is a difference only in degree, and the end aimed at is the same in all.

II. *The Manual Alphabet Method.*—The manual alphabet and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are mental development and facility in the comprehension and use of written language. Speech and speech-reading are taught to all of the pupils in one of the schools (the Western New York Institution) recorded as following this method.

III. *The Oral Method.*—Speech and speech-reading, together with writing, are made the chief means of instruction, and facility in speech and speech-reading, as well as mental development and written language, is aimed at. There is a difference in different schools in the extent to which the use of natural signs is allowed in the early part of the course, and also in the prominence given to writing as an auxiliary to speech and speech-reading in the course of instruction; but they are differences only in degree, and the end aimed at is the same in all.

IV. *The Auricular Method.*—The hearing of semi-deaf pupils is utilized and developed to the greatest possible extent, and, with or without the aid of artificial appliances, their education is carried on chiefly through the use of speech and hearing, together with writing. The aim of the method is to graduate its pupils as hard-of-hearing speaking people instead of deaf-mutes.

V. *The Combined System.*—Speech and speech-reading are regarded as very important, but mental development and the acquisition of language are regarded as still more important. It is believed that in many cases mental development and the acquisition of language can be best promoted by the Manual or the Manual Alphabet method, and, so far as circumstances permit, such method is chosen for each pupil as seems best adapted for his individual case. Speech and speech-reading are taught where the measure of success seems likely to justify the labor expended, and in most of the schools some of the pupils are taught wholly or chiefly by the Oral method or by the Auricular method.

INDUSTRIES TAUGHT IN AMERICAN SCHOOLS FOR THE DEAF.

The "Industries Taught" in American Schools for the Deaf, mostly designated by abbreviations in the preceding Tabular Statement, are: Architectural drawing (Ad.), Art, Baking (Bak.), Barbering (Bar.), Basket-making (Bas.), Blacksmithing (Bl.), Bookbinding (Bo.), Bricklaying (Bk.), Broom-making (Br.), Cabinet-making (Cab.), Calcimining (Cal.), Carpentry (Car.), Chalk-engraving (Ce.), Cementing (Cg.), Chair-making (Ch.), China painting (Cp.), Construction work (Con.), Cooking (Ck.), Clay-modeling (Cl.), Coopery (Co.), Domestic science (Do.), Drawing (Dra.), Dressmaking (Dr.), Electricity (El.), Embroidery (Em.), Engineering (En.), Fancy-work (Fan.), Farming (Fa.), Floriculture (Fl.), Gardening (Ga.), Glazing (Gl.), Handicraft (Han.), Harness-making (Ha.), House decoration (Hd.), Half-tone engraving (He.), Housework (Ho.), Horticulture (Hor.), Illuminating (Il.), Ironing (Ir.), Knitting (Kn.), Lace-making (La.), Manual training (Man.), Mattress-making (Ma.), Millinery (Mi.), Needlework (Nw.), Painting (Pa.), Paper-hanging (Pap.), Plastering (Pl.), Plate-engraving (Pe.), Photography (Ph.), Printing (Pr.), Pyrography (Py.), Raffia, (Ra.), Sewing (Se.), Shoemaking (Sh.), Sign-painting (Si.), Sloyd (Sl.), Stone-laying (St.), Tailoring (Ta.), Tin-work (Tin.), Typewriting (Ty.), Venetian Iron Work (Ven.), Weaving (Wea.), Wood-carving (Wc.), Wood-engraving (We.), Wood-turning (Wt.), Wood-working (Ww.), Working in Iron (Wi.), and the use of tools.

AMERICAN INSTRUCTORS OF THE DEAF, NOVEMBER 10, 1905.*

Adams, Albert F., M. A. (gymnastics), Gallaudet College, Washington.
Adams, Genevieve Haynes, Wright Oral School, New York, N. Y.
Adams, Ida H. (reading), Horace Mann School, Boston, Mass.
Adams, Mabel E. (language), Horace Mann School, Boston, Mass.
Adams, Mary B. (arithmetic), Horace Mann School, Boston, Mass.
Adams, Nellie E., Georgia School, Cave Spring, Ga.
Adele, Sister M. (Principal), Mater Consilii School, St. Louis, Mo.
Adeline, Sister M., St. Joseph's Institute, South St. Louis, Mo.
Adrian, Sister Mary, Boston School, Randolph, Mass.
Agl  e, Sister (sewing), Female Institution, Montreal, P. Q.

*Corrections of any errors or omissions in this list will be thankfully received by the editor of the *Annals*.

- Aimée de la Providence, Sister (weaving), Female Institution, Montreal, P. Q.
- Akins, Anna M., Detroit School, Detroit, Mich.
- Albertson, Florence (in training), Indiana Institution, Indianapolis, Ind.
- Alcorn, Alice M. (oral), Iowa School, Council Bluffs, Iowa.
- Alcorn, Larry M. W., Chicago Schools, Chicago, Ill.
- Alda, Sister (art), Female Institution, Montreal, P. Q.
- Aldrich, Sarah (sloyd), Rhode Island School, Providence, R. I.
- Allabough, Brewster R., B. A. (manual), Western Pennsylvania Institution, Edgewood Park, Pa.
- Allen, Anna, Georgia School, Cave Spring, Ga.
- Allen, Mrs. Emma C. (sewing), Colorado School, Colorado Springs.
- Allen, Henrietta, Grand Rapids School, Grand Rapids, Mich.
- Allen, Mary, American School, Hartford, Conn.
- Alison, Isaac, E. E. (carpentry), Kendall School; (engineering), Galaudet College, Washington, D. C.
- Alspach, Lulu Evelyn (primary), Ohio Institution, Columbus, Ohio.
- Ames, Elizabeth, St. Joseph's Institute, Fordham, N. Y.
- Anderson, Bessie, Albany Home School, Albany, N. Y.
- Anderson, Emma (manual), Nebraska Institute, Omaha, Neb.
- Anderson, G. Walfrid (printing), Kansas School, Olathe, Kansas.
- Anderson, J. A. (carpentry and sloyd), Iowa School, Council Bluffs, Iowa.
- Anderson, Mrs. J. Scott (Principal), Washington Heights School for Children with Defective Hearing, New York, N. Y.
- Anderson, Selma E. (art), Illinois School, Jacksonville, Ill.
- Andrews, Cordelia, Chicago Day Schools, Chicago, Ill.
- Andrews, Georgia E. (oral), Michigan School, Flint, Mich.
- Andrews, Harriet E., B. S. (speech), Western New York Institution, Rochester, New York.
- Andrews, Helen B. (kindergarten, oral), New York Institution, Washington Heights, New York, N. Y.
- Angélique-Marie, Sister (oral), Female Institution, Montreal, P. Q.
- Annunciata, Sister Mary, Boston School, Randolph, Mass.
- Apgear, Harry (house painting), Ohio Institution, Columbus, Ohio.
- Applegarth, Maud N., Fresno School, Fresno, Cal.
- Appleton, D. C. (gardening), Arkansas Institute, Little Rock, Ark.
- Applewhite, Alice, Tennessee School, Knoxville, Tenn.
- Arbaugh, Laura L. (oral and typewriting), Iowa School, Council Bluffs.
- Arbaugh, Nellie (primary oral), Ohio Institution, Columbus, Ohio.
- Archer, Mrs. Janette V. (primary oral), Indiana Institution, Indianapolis.
- Archer, Tunis V., M. A. (Supervising Teacher, oral work) Indiana Institution, Indianapolis, Ind.
- Archibald, Orson, B. A. (primary manual), Indiana Institution, Indianapolis, Ind.
- Argo, W. K., M. A. (Superintendent), Colorado School, Colorado Springs.
- Argyle, Blanche E., Stevens Point School, Stevens Point, Wis.

- Arnold, Mary O., Chicago Schools, Chicago, Ill.
 Artingstall, Margaret (art), Illinois School, Jacksonville, Ill.
 Ashbury, R. A., Georgia School, Cave Spring, Ga.
 Ashcroft, Mrs. Harriet E. (Superintendent), Mackay Institution, Montreal, P. Q.
 Ashelby, Katherine E., Chicago Schools, Chicago, Ill.
 Atkinson, Mary E. (dressmaking), American School, Hartford, Conn.
 Atwood, Ralph H. (intermediate), Ohio Institution, Columbus, Ohio.
 Auréle, Sister (oral), Female Institution, Montreal, P. Q.
 Austin, A. H. (gardening and farming), North Carolina School, Raleigh.
 Austin, Ida M. (oral), Michigan School, Flint, Mich.
 Austin, Sister Mary, Boston School, Randolph, Mass.
 Avery, Elizabeth B. (oral), Iowa School, Council Bluffs, Iowa.
 Avondino, Josephine (oral), Arkansas Institute, Little Rock, Ark.
 Aylward, Mary (kindergarten), St. Joseph's Institute, West Chester.
 Aymar, Mary A., Sarah Fuller Home, West Medford, Mass.
 Babcock, Hugh D. (manual), Michigan School, Flint, Mich.
 Bachelder, Grace D. (cookery), Horace Mann School, Boston, Mass.
 Badger, Vina C. (deaf-blind), Perkins Institution for the Blind, South Boston, Mass.
 Baggerman, Yetta, Oklahoma Institute, Guthrie, Okla.
 Baily, Joseph J. (Principal, industrial department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Baird, Emma J. (speech), Western New York Institution, Rochester.
 Baker, Abby T. (grade work, intermediate department), Clarke School, Northampton, Mass.
 Baker, John P. (wood-carving), Indiana Institution, Indianapolis, Ind.
 Baker, Nettie M., Chicago Schools, Chicago, Ill.
 Baker, S. Pierre, Iowa School, Council Bluffs, Iowa.
 Balch, Grace A., Rhode Island Institute, Providence, R. I.
 Balch, Helen, Milwaukee School, Milwaukee, Wis.
 Baldwin, Gertrude P. (cooking), New York Institution, Washington Heights, New York, N. Y.
 Balis, James C., B. A., Ontario Institution, Belleville, Ontario.
 Balis, Mrs. Sylvia C., Ontario Institution, Belleville, Ontario.
 Ball, Jessie (oral), North Carolina School, Morganton, N. C.
 Ballantyne, Agnes (sewing and millinery), Michigan School, Flint, Mich.
 Ballantyne, Jessie S. (oral), Michigan School, Flint, Mich.
 Ballard, Melville, M. S., Kendall School, Washington, D. C.
 Ballou, Lillian I., Pennsylvania Oral School, Scranton, Pa.
 Bamford, Lillian A. (oral), Nebraska Institute, Omaha, Neb.
 Bandle, Elizabeth (drawing), Iowa School, Council Bluffs, Iowa.
 Banford, Jessie, Muskegon School, Muskegon, Mich.
 Bangs, Dwight F. (Superintendent), North Dakota School, Devils Lake.
 Bannister, Inah, Albany School, Albany, N. Y.

- Barber, A. M. (kalsomining and plastering), Arkansas Institute, Little Rock, Ark.
- Bardes, Henry (shoemaking), Western Pennsylvania Institution, Edgewood Park, Pa.
- Barker, Ethel (art), Arkansas Institute, Little Rock, Ark.
- Barker, Frances (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
- Barnes, Mrs. Blanche, Kansas School, Olathe, Kans.
- Barnes, Mesa A. (oral), Minnesota School, Faribault, Minn.
- Barrager, Myra L. (deaf-blind), New York Institution, Washington Heights, New York, N. Y.
- Barrett, Mrs. E. M. (deaf-blind), Austin, Texas.
- Barrett, John W. (manual), Iowa School, Council Bluffs, Iowa.
- Barron, Mary G., North Dakota School, Devils Lake, N. D.
- Barry, Katharine E. (Supervisor, oral department), Colorado School, Colorado Springs, Colo.
- Bartley, George W. (manual), Missouri School, Fulton, Mo.
- Barton, Edwin (wood-working), Michigan School, Flint, Mich.
- Bartoo, Dell (oral), Kansas School, Olathe, Kans.
- Bateman, George, Halifax Institution, Halifax, N. S.
- Bateman, Julia R., New Brunswick Institution, St. John, N. B.
- Baugh, John J. (carpentry and cabinet-making), Western Pennsylvania Institution, Edgewood Park, Pa.
- Beaman, Susan M., Chicago Schools, Chicago, Ill.
- Beamer, H. C. (Superintendent and Contractor), Oklahoma Institute, Guthrie, Okla.
- Beamsley, John (shoemaking), Wisconsin School, Delavan, Wis.
- Beattie, Grace M., Colorado School, Colorado Springs, Colo.
- Beattie, Mary B., B. A., (primary art) Michigan School, Flint, Mich.
- Beatty, Mary Mays (advanced department, speech and speech-reading), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Beatty, Thomas (baking), New York Institution, Washington Heights, New York, N. Y.
- Beck, Cynthia S., McCowen Oral School, Chicago, Ill.
- Beck, Winifred A. (kindergarten), Central New York Institution, Rome.
- Bedford, Mary A., Manitoba Institution, Winnipeg, Man.
- Begg, George (manual), Texas School, Austin, Texas.
- Behlke, Mrs. Hannah A. D. (sewing), Minnesota School, Faribault.
- Behymer, Floss (in training), Indiana Institute, Indianapolis, Ind.
- Bell, Frances K., M. A. (primary), Pennsylvania Institution, Mt. Airy.
- Bell, Ida (sewing and dressmaking), North Carolina School, Morganton.
- Bell, Laura E., American School, Hartford, Conn.
- Bell, Lucie Lee (oral), Kentucky School, Danville, Ky.
- Bell, Martha C., M. A. (language, history, and geography, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Bellows, Alice C., Chicago Schools, Chicago, Ill.

- Bryarly, Katharine Lee (oral), Maryland School, Frederick, Md.
 Buchanan, Aldah H. (manual), Minnesota School, Faribault, Minn.
 Buchanan, Arthur P. (oral), Michigan School, Flint, Mich.
 Buchanan, Mrs. C. P. (needlework), North Dakota School, Devils Lake.
 Buckingham, Abigail (oral), 40 Scott street, Chicago, Ill.
 Buckingham, Eva E. (articulation), New York Institution, Washington Heights, New York, N. Y.
 Buell, Edith M., Institution for Improved Instruction, New York, N. Y.
 Bulger, Thomas E. (field music), New York Institution, Washington Heights, New York, N. Y.
 Bull, Mary (intellectual department and fancy work), Ontario Institution, Belleville, Ontario.
 Bumgardner, J. B., B. A. (art), Minnesota School, Faribault, Minn.
 Bumgardner, Nellie (oral), Virginia School, Staunton, Va.
 Burbank, Edith, B. A., Wright Oral School, New York, N. Y.
 Burchard, Prudence E. (articulation), New York Institution, Washington Heights, New York, N. Y.
 Burdick, Edward S. (articulation), New York Institution, Washington Heights, New York, N. Y.
 Burke, Julia A. (art), St. Joseph's Institute, Brooklyn, Fordham, and West Chester, N. Y.
 Burke, Mary (sewing), St. Joseph's Institute, Fordham, N. Y.
 Burke, Sister Mary Anne (Principal), Le Couteulx St. Mary's Institution, Buffalo, N. Y.
 Burke, Nora, St. Joseph's Institute, Brooklyn, N. Y.
 Burns, John (tailoring), St. Joseph's Institute, West Chester, N. Y.
 Burns, John T. (printing), Ontario Institution, Belleville, Ontario.
 Burt, William N., M. A., Ph. D. (Principal), Western Pennsylvania Institution, Edgewood Park, Pa.
 Burton, Grace C., M. A. (Principal), Cleveland School, Cleveland, Ohio.
 Bush, Albert (shoemaking), Mackay Institution, Montreal, P. Q.
 Bush, John P. (manual), Utah School, Ogden, Utah.
 Butler, A. Evelyn (speech and speech-reading, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Byrnes, Wm. J. (gardening), St. Joseph's Institute, West Chester, N. Y.
 Byrns, Margaret E. (oral), Illinois School, Jacksonville, Ill.
- Cadieux, Rev. J. M., C. S. V. (Director), Male Catholic Institution, Mile End, near Montreal, P. Q., Canada.
 Calahan, Harriet L., Institution for Improved Instruction, New York.
 Caldwell, William A., M. A. (Principal's Assistant), California Institution, Berkeley, Cal.
 Caldwell, W. A. (Manager, colored department), Florida School, St. Augustine, Fla.
 Calhoun, Nannie (kindergarten), Mississippi Institution, Jackson, Miss.
 Cameron, Mary B., Milwaukee School, Milwaukee, Wis.

- Caup, Anna R., 5709 Kimbark Avenue, Chicago, Ill.
Campbell, E. C., Colorado School, Colorado Springs, Colo.
Campbell, W. J., Ontario Institution, Belleville, Ontario, Canada.
Cannon, Daisy M., McCowen Oral School, Chicago, Ill.
Capelli, Anthony (printing), New York Institution, Washington Heights.
Carney, Julia (physical culture), Wisconsin School, Delavan, Wis.
Carpenter, Lula E., North Carolina School, Morganton, N. C.
Carrell, Owen G., M. A. (manual), Texas School, Austin, Texas.
Carroll, Mary H. (oral), Church Street, Kingsbridge, New York, N. Y.
Carskadon, Edith (physical culture), West Virginia School, Romney.
Carter, Clyde (manual), Arkansas Institute, Little Rock, Ark.
Carter, Florence E. (kindergarten), Northern New York Institution, Malone, N. Y.
Carter, Frances F., Cleveland, Ala.
Carter, Maud (in training), Indiana Institution, Indianapolis, Ind.
Carter, W. Hickman, M. A. (manual), Kentucky Institution, Danville.
Cartwright, J. H. (shoemaking and harnessmaking), Kansas School, Olathe, Kans.
Carver, Leora (in training), Indiana Institution, Indianapolis, Ind.
Cason, Mary Daniel, Menominee School, Menominee, Mich.
Chambers, William H., North Carolina School, Raleigh, N. C.
Chapin, Alma L., Colorado School, Colorado Springs, Colo.
Chapin, Edward L., B. A. (manual), West Virginia School, Romney.
Charles, Clarence W., B. A. (printing), Ohio Institution, Columbus, Ohio.
Charles, Elva M., Illinois School, Jacksonville, Ill.
Chickering, Rev. John W., M. A. (Emeritus; natural science and pedagogy), Gallaudet College, Washington, D. C.
Chidester, J. T. (oral), West Virginia School, Romney, W. Va.
Chidester, S. W. (manual), West Virginia School, Romney, W. Va.
Christian, Caroline E. (literature), Western New York Institution, Rochester, N. Y.
Christian, Daisy J. (oral and kindergarten), North Carolina Institution, Raleigh, N. C.
Christman, Frank (manual), Kentucky School, Danville, Ky.
Christman, Mrs. Stella Y. (oral), Kentucky Institution, Danville, Ky.
Christmas, Jennette J. (Teacher in charge, primary department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Christy, Nettie (manual), Minnesota School, Faribault, Minn.
Chrysante, Sister (oral), Female Institution, Montreal, P. Q.
Church, Mary, Pennsylvania Oral School, Scranton, Pa.
Clark, Abel S., M. A., American School, Hartford, Conn.
Clark, Annie May (art and physical culture), Georgia School, Cave Spring, Ga.
Clark, Adda E. (sewing and dressmaking), Western New York Institution, Rochester, N. Y.

- Cunningham, Bolton (carpentry), Manitoba Institution, Winnipeg.
- Cunningham, May (dressmaking), Mackay Institution, Montreal, P. Q.
- Curd, Lillian, Colorado School, Colorado Springs, Colo.
- Curran, Juliana, St. Joseph's Institute, West Chester, N. Y.
- Currier, Enoch Henry, M. A. (Principal), New York Institution, Washington Heights, New York, N. Y.
- Currier, Kate A. (kindergarten, articulation), New York Institution, Washington Heights, New York, N. Y.
- Curtis, Louise A. (oral), Illinois School, Jacksonville, Ill.
- Dahn, Grace M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
- Dallimore, Ida (fancy work), Utah School, Ogden, Utah.
- Daly, Geraldine D., Mackay Institution, Montreal, P. Q., Canada.
- Daniels, Caroline S. (mathematics, grammar department), Clarke School, Northampton, Mass.
- Daniels, Ora G., M. A., 68 Hawthorn street, Chelsea, Mass.
- Danver, Susie E. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
- Davidson Bessie (normal student), Gallaudet College, Washington.
- Davidson, Samuel G., M. A. (language and literature, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Davis, Amanda (manual), Arkansas Institute, Little Rock, Ark.
- Davis, Amelia W., B. A. (deaf-blind), Perkins Institution for the Blind, South Boston, Mass.
- Davis, Mrs. Lucy M. (sewing), North Carolina Institution, Raleigh.
- Davis, Rebecca E. (manual), Tennessee School, Knoxville, Tenn.
- Davis, Solon P. (drawing), American School, Hartford, Conn.
- Davis, William H., B. A. (manual), Texas School, Austin, Texas.
- Dawson, Ella S. (primary), Pennsylvania Institution, Mt. Airy, Pa.
- Day, Herbert E., M. A. (natural science), Gallaudet College, Washington, D. C.
- Dean, Mrs. Dosia, Detroit School, Detroit, Mich.
- Debnam, William Frank, B. A., Texas School for Colored, Austin.
- Deem, Charles S. (manual department and printing), Mississippi Institution, Jackson, Miss.
- Dehner, Carrie (writing), Oral School, Cincinnati, Ohio.
- DeJarnette, Eva (manual), Virginia School, Staunton, Va.
- Dellicker, H. Maude, New Jersey School, Trenton, N. J.
- DeLong, Elizabeth, B. A., (manual), Utah School, Ogden, Utah.
- DeMotte, Amelia (intermediate oral), Indiana Institution, Indianapolis, Ind.
- DeMotte, Linda E. (oral), Illinois School, Jacksonville, Ill.
- DeMotte, Wm. H., M. A., LL.D. (manual, academic), Indiana Institution, Indianapolis, Ind.
- Dempsey, M. (sewing), Ontario Institution, Belleville, Ontario.
- Denise, Sister M., St. Joseph's Institute, South St. Louis, Mo.

- Denison, James, M. A. (Principal), Kendall School, Washington, D. C.
Dennison, Charlotte E. (grade work, intermediate department), Clarke School, Northampton, Mass.
Dent, Alice, Mackay Institution, Montreal, P. Q.
Denys, Paul, Ontario Institution, Belleville, Ontario.
DePazzi, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Desmarais, Moses (cabinet-making), Minnesota School, Faribault.
D'Estrella, Theophilus (academic department and art), California Institution, Berkeley, Cal.
Dewar, Mary Frances, Wright Oral School, New York, N. Y.
Dickerson, Mary Gertrude (primary), Ohio Institution, Columbus, Ohio.
Dickson, William (horticulture), New York Institution, Washington Heights, New York, N. Y.
Diehl, Edward M. (painting and glazing), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Diehl, Jennie G. (dressmaking), Pennsylvania Institution, Mt. Airy.
Diemer, Michel (gardening), Western New York Institution, Rochester.
Diffenbaugh, Ida M., B. A. (laundrying), Maryland School for Colored, Baltimore, Md.
Dillon, Marie Louise, New Jersey School, Trenton, N. J.
Dimmick, Ella J. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
Divine, Louis A., B. S. (manual), Nebraska Institute, Omaha, Neb.
Divine, Mary L. (First Assistant), Maine School, Portland, Me.
Dixon, Anna R. (oral), Minnesota School, Faribault, Minn.
Dixon, Iva (manual), Tennessee School, Knoxville, Tenn.
Doane, Letitia L., Chicago Schools, Chicago, Ill.
Dobbins, Emma A. (kindergarten, oral), Oregon School, Salem, Ore.
Dobyns, Ashbel Webster, M. A. (manual), Arkansas Institute, Little Rock, Ark.
Dobyns, J. R., M. A., LL. D. (Superintendent), Mississippi Institution, Jackson, Miss.
Dold, J. J. (manual), Kansas School, Olathe, Kans.
Dolorosa, Sister Mary, Boston School, Randolph, Mass.
Domitien, Sister (knitting), Female Institution, Montreal, P. Q.
Donald, Dora (Superintendent), South Dakota School, Sioux Falls.
Donald, Ida M. (advanced manual), South Dakota School, Sioux Falls, S. D.
Doneghy, Susan (oral), Kentucky Institution, Danville, Ky.
Donohoe, M. Lizzie, Detroit School, Detroit, Mich.
Dositheus, Sister M. (Assistant Principal), Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Doub, Florence W. (drawing), Maryland School, Frederick, Md.
Douglass, Anna L., Florida School, St. Augustine, Fla.
Downing, A. U. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.

- Dowrie, John (carpentry), Ontario Institution, Belleville, Ontario.
- Draper, Amos G., M. A., Litt. D. (mathematics and Latin), Gallaudet College, Washington, D. C.
- Draper, Estella M. (academic department and manual training), Maine School, Portland, Me.
- Driggs, Frank M. (Superintendent), Utah School, Ogden, Utah.
- Driscoll, Anna, Le Couteulx St. Mary's Institution, Buffalo, N. Y.
- Driscoll, Timothy F., Institution for Improved Instruction, New York.
- Driscoll, Mrs. T. F., Institution for Improved Instruction, New York.
- Drowne, Ethel Dunn (drawing), Rhode Island Institute, Providence.
- Drum, Margaret (sewing), St. Joseph's Institute, Brooklyn, N. Y.
- Druscum, William F. (baking), Pennsylvania Institution, Mt. Airy.
- Dudley, Jessie, Colorado School, Colorado Springs, Colo.
- Duff, Jessie, Cleveland School, Cleveland, Ohio.
- Dumon, Lucie M., Detroit School, Detroit, Mich.
- Duncan, Elizabeth M., Mackay Institution, Montreal, P. Q.
- Duncan, Mary, Reno Margulies School, New York, N. Y.
- Dunham, Mrs. Pearl H. (Principal), Oklahoma Institute, Guthrie.
- Dunman, Wm. H. (gardening, etc.), Colorado School, Colorado Springs.
- Dunn, Ethel A. (drawing), Rhode Island Institute, Providence, R. I.
- Dunseith, Fred. H. M. (sloyd and printing), Pennsylvania Oral School, Scranton, Pa.
- Durant, Emily A. (sewing, fancy work, and basketry), Maryland School for Colored, Baltimore, Md.
- Dustan, Gertrude L. (primary), Pennsylvania Institution, Mt. Airy.
- Dutch, Mary A., California Institution, Berkeley, Cal.
- Dwyer, Miss B. E., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
- Dwyer, Loretta, St. Joseph's Institute, West Chester, N. Y.
- Earle, Mrs. Carrie W. (oral), Michigan School, Flint, Mich.
- Eaton, Mary (sloyd), Illinois School, Jacksonville, Ill.
- Eckert, Alice C., Washington Heights School for Children with Defective Hearing, New York, N. Y.
- Eckert, J. C. (carpentry), Wisconsin School, Delavan, Wis.
- Eddy, Frances N. (oral), Utah School, Ogden, Utah.
- Eddy, Jonathan H., Central New York Institution, Rome, N. Y.
- Eddy, Mabel G., Institution for Improved Instruction, New York.
- Eden, Lavinia J. (manual), Illinois School, Jacksonville, Ill.
- Edgar, Bessie M. (primary), Ohio Institution, Columbus, Ohio.
- Eggee, Minna (cooking), California Institution, Berkeley, Cal.
- Eickhoff, Arlington J., B. A. (manual), Michigan School, Flint, Mich.
- Eldridge, Charles H., (manual) Nebraska School, Omaha, Neb.
- Eldridge, Sallie G. (manual), Kentucky Institution, Danville, Ky.
- Ellis, Sallie G. (manual), Kentucky Institution, Danville, Ky.
- Elwood, Caroline F. (oral), Michigan School, Flint, Mich.
- Ely, Charles R., M. A., Ph. D. (natural science), Gallaudet College, Washington, D. C.

- Ely, Charles W., M. A. (Principal), Maryland School, Frederick, Md.
Ely, Grace D. (oral), Maryland School, Frederick, Md.
Emerentia, Sister M. (printing), Le Couteulx St. Mary's Institution,
Buffalo, N. Y.
Emerson, Grace, Albany Home School, Albany, N. Y.
Engleman, Elise C. (manual), Minnesota School, Faribault, Minn.
Engleman, Josephine H. (oral), Kentucky Institution, Danville, Ky.
Erd, Robert L., B. A. (physical culture), Michigan School, Flint, Mich.
Ervin, Annie McD. (oral), Georgia School, Cave Spring, Ga.
Eugène de Florence, Sister (oral), Female Institution, Montreal, P. Q.
Euphemia, Sister M. (art), Le Couteulx St. Mary's Institution, Buffalo.
Euritt, G. D. (Head Teacher), Virginia School, Staunton, Va.
Euritt, Mrs. G. D. (oral), Virginia School, Staunton, Va.
Eusebe de Verceil, Sister (cooking), Female Institution, Montreal, P. Q.
Eusebius, Sister M. (dressmaking), Le Couteulx St. Mary's Institution,
Buffalo, N. Y.
Evariste, Sister (oral), Female Institution, Montreal, P. Q.
Eves, Lauretta, Institution for Improved Instruction, New York.
Fabacher, Peter (President), Institution of the Holy Rosary, Chin-
chuba, La.
Faile, Cecilia D., Wright Oral School, New York, N. Y.
Fairbank, Marion E. (oral), Illinois School, Jacksonville, Ill.
Fanning, M., Halifax Institution, Halifax, N. S.
Farmer, Cara (domestic science), Michigan School, Flint, Mich.
Fay, Allan Bradshaw, M. A. (Latin), Gallaudet College, Washington.
Fay, Edward Allen, M. A., Ph. D. (Vice-President; languages), Gallau-
det College, Washington, D. C.
Fay, Elizabeth, American School, Hartford, Conn.
Fay, Gilbert O., M. A., Ph. D., American School, Hartford, Conn.
Fay, Helen, American School, Hartford, Conn.
Fearon, James (Principal), Halifax Institution, Halifax, N. S.
Feasley, Carolyn A. (primary), Ohio Institution, Columbus, Ohio.
Feinstein, Sara (kindergarten), L. S. Fechheimer School, Cincinnati.
Feland, Cooper (oral), North Carolina School, Morganton, N. C.
Félicienne, Sister (oral), Female Institution, Montreal, P. Q.
Fenner, Sarah H. (oral), Michigan School, Flint, Mich.
Ferguson, Elizabeth A. (manual), Illinois School, Jacksonville, Ill.
Ferguson, Frances F. (oral), Arkansas Institute, Little Rock, Ark.
Ferguson, Mrs. L. M., West Virginia School, Romney, W. Va.
Fernald, Helen A. (phonetics and language), Horace Mann School,
Boston, Mass.
Fesenbeck, Caroline (manual), L. S. Fechheimer School, Cincinnati, Ohio.
Fetters, Jennie (sewing), Ohio Institution, Columbus, Ohio.
Field, Alice M. (arithmetic, intermediate department), Clarke School,
Northampton, Mass.
Field, Georgie L., B. A. (science and language, grammar department),
Clarke School, Northampton, Mass.

- Finch, Marion E. (manual), Nebraska Institute, Omaha, Neb.
 Finlay, Clara L. (oral), Iowa School, Council Bluffs, Ia.
 Firth, Emma M., Chicago Schools, Chicago, Ill.
 Fischer, Bertha (drawing), Oral School, Cincinnati, Ohio.
 Fish, Kate H. (articulation), Gallaudet College, Washington, D. C.
 Fisk, Pauline, Washington Heights School for Children with Defective Hearing, New York, N. Y.
 Fister, George E., B. A. (printing), Maine School, Portland, Me.
 Fitzgerald, Edith, B. A. (manual), Wisconsin School, Delavan, Wis.
 Fitzpatrick, Mrs. Florence Baillie (language, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Fitzsimmons, Mrs. Elizabeth (sewing), St. John's Institute, St. Francis, Wis.
 Flagg, Helen J., Cleveland School, Cleveland, Ohio.
 Flaherty, Ellen H. (Secretary), St. Joseph's Institution, West Chester.
 Flatley, Anna, Milwaukee School, Milwaukee, Wis.
 Flatley, M. Stella, Green Bay School, Green Bay, Wis.
 Fliege, Lillian (drawing and basketry), Calumet School, Calumet, Mich.
 Flichman, Mary (manual), Missouri School, Fulton, Mo.
 Fletcher, Katharine (history and literature), Clarke School, Northampton, Mass.
 Flowers, Thomas, North Carolina Institution, Raleigh, N. C.
 Flynn, Margaret, St. Joseph's Institution, Fordham, N. Y.
 Foley, Julia A. (manual, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
 Fonner, Mary D. (oral), Wisconsin School, Delavan, Wis.
 Forbush, Lillian M. (deaf-blind), Perkins Institution for the Blind, South Boston, Mass.
 Forrest, Margaret (oral), Michigan School, Flint, Mich.
 Forrester, T. C. (intellectual department and manual training), Ontario Institution, Belleville, Ontario.
 Forsythe, Lena P., B. A. (articulation, oral), New York Institution, Washington Heights, New York, N. Y.
 Fosdick, Charles P. (gardening), Kentucky Institution, Danville, Ky.
 Foster, Rachel E., Oklahoma Institute, Guthrie, Okla.
 Fowler, Mrs. Alice (oral), Wisconsin School, Delavan, Wis.
 Fox, Thomas Francis, M. A., Litt. D. (Senior Assistant and Librarian), New York Institution, Washington Heights, New York, N. Y.
 Francis, John (painting), Western New York Institution, Rochester.
 Francis, Mrs. W. (sewing), Kansas School, Olathe, Kans.
 François de Paule, Sister (Assistant Superior), Female Institution, Montreal, P. Q.
 François de Sales, Sister (sewing), Female Institution, Montreal, P. Q.
 François-Xavier, Sister (art), Female Institution, Montreal, P. Q.
 Frank, Henry, California Institution, Berkeley, Cal.
 Frazey, Alice B., B. A., Stevens Point School, Stevens Point, Wis.

- Freck, Katherine E., Institution for Improved Instruction, New York.
Freeman, Samuel M., B. A. (manual), Georgia School, Cave Spring, Ga.
Friedman, Rhea R., McCowen Oral School, Chicago, Ill.
Frierson, James M., (manual department and printing), South Carolina
Institution, Cedar Spring, S. C.
Fritz, I. (cooking), German Evangelical Lutheran Institute, North
Detroit, Mich.
Fritz, Katherine, Ishpeming School, Ishpeming, Mich.
Fuller, Sarah (Principal), Horace Mann School, Boston, Mass.
Fullington, Angeline B. (oral), Western Pennsylvania Institution,
Edgewood Park, Pa.
Funk, Mary L., Milwaukee School, Milwaukee, Wis.
- Gaillard, Theresa Elizabeth, B. A. (manual), South Carolina Institu-
tion, Cedar Spring, S. C.
Gale, Edward P. (manual), Maryland School, Frederick, Md.
Gale, Lavinia, Mackay Institution, Montreal, P. Q.
Gallaudet, Edward Miner, Ph. D., LL. D. (President; moral and
political science), Gallaudet College, Washington, D. C.
Galliver, Louise (oral), Michigan School, Flint, Mich.
Gamble, Mattie B., Eau Claire School, Eau Claire, Wis.
Gardner, Hannah I., Appleton School, Appleton, Wis.
Gardner, Isaac B. (articulation), New York Institution, Washington
Heights, New York, N. Y.
Garfield, Lena G. (sloyd), Clarke School, Northampton, Mass.
Garrett, Edward, B. A. (manual), Louisiana Institute, Baton Rouge.
Garrett, Mary S. (Principal), Home for Training in Speech, Philadel-
phia, Pa.
Gaston, Cambria (manual), Mississippi Institution, Jackson, Miss.
Gaw, Albert C., M. A., M. Dip. (history and articulation), Gallaudet
College, Washington, D. C.
Gaw, Mrs. Albert C. (articulation), Kendall School, Washington, D. C.
Gaw, Lewis A. (manual), Missouri School, Fulton, Mo.
Gawith, Frances W. (Teacher-in-charge, intermediate department),
Clarke School, Northampton, Mass.
Gebhardt, Emma W., Milwaukee School, Milwaukee, Wis.
Gebhart, Olga M. (oral), Alabama School, Talladega, Ala.
Geddes, James T. (oral), Western Pennsylvania Institution, Edgewood
Park, Pa.
George, Dudley Webster, M. A. (manual), Illinois School, Jacksonville.
Gerend, Rev. M. M. (Superintendent), St. John's Institute, St. Francis,
Wis.
Germanus, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Gervase, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Gethings, Mary J., St. Joseph's Institution, West Chester, N. Y.
Gibbs, F. L. (tailoring), Michigan School, Flint, Mich.

- Halsey, George W. (manual), Oregon School, Salem, Ore.
Halverson, Fred. (barbering), Utah School, Ogden, Utah.
Hamaker, Marion F., Home for Training in Speech, Philadelphia, Pa.
Hamilton, Harriet E. (retired), Rochester, N. Y.
Hamilton, Margaret A. (oral), Michigan School, Flint, Mich.
Hamilton, Thomas (cabinet-making), American School, Hartford.
Hammond, Ethelwyn M. (oral), Wisconsin School, Delavan, Wis.
Hammond, Henry C., M. A. (Superintendent), Kansas School, Olathe.
Hammond, Winifred, B. A. (Normal Fellow), Gallaudet College, Washington, D. C.
Hancock, E. Frances (oral), Maryland School, Frederick, Md.
Hancock, Sudie (oral), Texas School, Austin, Texas.
Handley, Jayne L. (manual), West Virginia School, Romney, W. Va.
Hanmer, Stella B. (articulation), New York Institution, Washington Heights, New York, N. Y.
Harbert, H. M. (printing), Colorado School, Colorado Springs, Colo.
Hardy, Nora (sewing and fancy work), Arkansas Institute, Little Rock, Ark.
Hare, William B. (Superintendent), Florida School, St. Augustine.
Harkness, Mrs. Mollie (cooking), Western Pennsylvania Institution, Edgewood Park, Pa.
Harley, Bessie B. (gymnastics), Gallaudet College, Washington, D. C.
Harman, Augusta (oral), Louisiana Institute, Baton Rouge, La.
Harper, Lucy C. (manual), Arkansas Institute, Little Rock, Ark.
Harper, Ruth A. (gymnastics), American School, Hartford, Conn.
Harrell, Mrs. F. A. (intermediate), Texas School for Colored, Austin.
Harris, L. Isabel, Maine School, Portland, Me.
Harris, Miss M. A. (oral), Georgia School, Cave Spring, Ga.
Harris, N. Lee (leather work), Indiana Institution, Indianapolis, Ind.
Harrison, Elizabeth (plain sewing), Institution for Improved Instruction, New York, N. Y.
Hart, Alice V. (dressmaking), Institution for Improved Instruction, New York, N. Y.
Hart, Olive E. D., Wright Oral School, New York, N. Y.
Harvey, Annie (intermediate), Pennsylvania Institution, Mt. Airy, Pa.
Harwood, Mattie P., Northern New York Institution, Malone, N. Y.
Hatfield, Gertrude (primary), Ohio Institution, Columbus, Ohio.
Haupt, Hermine (oral), Maryland School, Frederick, Md.
Havice, Warren (baking), Ohio Institution, Columbus, Ohio.
Hay, Kate E., Maine School, Portland, Me.
Hayden, Mary (ironing), Pennsylvania Institution, Mt. Airy, Pa.
Haynes, Carrie A. (manual), North Carolina School, Morganton, N. C.
Haynes, Mabel L. (oral), North Carolina School, Morganton, N. C.
Hays, A. D. (manual), West Virginia School, Romney, W. Va.
Heck, M. (shoemaking), St. John's Institute, St. Francis, Wis.
Hecker, Edward J. (printing), Indiana Institution, Indianapolis, Ind.

- Hedden, Grace (deaf-blind), Ohio Institution, Columbus, Ohio.
Hedrick, Maud (intermediate), Ohio Institution, Columbus, Ohio.
Hefflybower, Mamie (deaf-blind), Texas School, Austin, Texas.
Heizer, Evelyn B. (Supervising Principal, primary grades), Indiana Institution, Indianapolis, Ind.
Hendee, Ida G. (manual), Nebraska Institute, Omaha, Neb.
Hendershot, Adelaide A., New Jersey School, Trenton, N. J.
Hendershot, Lina M., Maine School, Portland, Me.
Henderson, Carrie (oral), Alabama School, Talladega, Ala.
Henderson, Mrs. Clara (domestic arts), Wisconsin School, Delavan.
Henderson, David (shoemaking), Utah School, Ogden, Utah.
Hendricks, Anna (manual, academic), Indiana Institution, Indianapolis.
Hendricks, Ernest J., B. A. (printing), Florida Institute, St. Augustine.
Henne, Ezra S., Illinois School, Jacksonville, Ill.
Hennigan, L. L. (carpentry and cabinet-making), Louisiana Institute, Baton Rouge, La.
Herdman, Pearl W., Gallaudet School, St. Louis, Mo.
Hereford, Sarah (sewing and dressmaking), Louisiana Institute, Baton Rouge, La.
Herman, Mrs. Kate S. (oral), Kansas School, Olathe, Kans.
Herold, Otto C. (drawing, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Hersinger, J. (shoemaking), Washington State School, Vancouver.
Hesley, Augustus (printing), Oregon School, Salem, Ore.
Hess, Carrie M. (cooking), Pennsylvania Institution, Mt. Airy, Pa.
Hess, Elizabeth M. (dressmaking), Maine School, Portland, Me.
Hewitt, Edward (farming), Iowa School, Council Bluffs, Iowa.
Hill, C. H. (manual), Missouri School, Fulton, Mo.
Hill, Elizabeth Pinckney, M. A. (manual), Missouri School, Fulton, Mo.
Hill, Martha M., Bay City School, Bay City, Mich.
Hillman, Edith A. (articulation), New York Institution, Washington Heights, New York, N. Y.
Hilton, Andrew J. (shoemaking), Alabama School, Talladega, Ala.
Hinchman, Elizabeth (domestic science), Louisiana Institute, Baton Rouge, La.
Hine, Lola C. (kindergarten industrial work), Institution for Improved Instruction, New York, N. Y.
Hisey, Nora M. (primary oral), Ohio Institution, Columbus, Ohio.
Hobart, Almira I., B. S. (oral), Wisconsin School, Delavan, Wis.
Hobart, Elsa L. (arithmetic), Horace Mann School, Boston, Mass.
Hobart, Kate F. (language, reading, and sloyd), Horace Mann School, Boston, Mass.
Hockensmith, Frances, Oklahoma Institute, Guthrie, Okla.
Hodges, Amy N., Maine School, Portland, Me.
Hodgson, Edwin A., M. A. (printing), New York Institution, Washington Heights, New York, N. Y.

- Hoeffler, Anna (primary), Ohio Institution, Columbus, Ohio.
 Hoffman, Augusta (baking), Minnesota School, Faribault, Minn.
 Hofsteater, H. McP. (manual department and printing), North Carolina School, Morganton, N. C.
 Hoge, Leslie (oral), Kansas School, Olathe, Kans.
 Holden, A. N., San Francisco School, San Francisco, Cal.
 Holden, Mrs. Jennie Bright (Principal), San Francisco School, San Francisco, Cal.
 Holland, Mrs. E. H. (primary), Texas School for Colored, Austin, Texas.
 Holland, W. H. (Superintendent), Texas School for Colored, Austin.
 Holloway, Frank C., B. A. (arithmetic), Iowa School, Council Bluffs.
 Holtz, Otto (baking), Iowa School, Council Bluffs, Iowa.
 Hooper, Elizabeth, Front Royal, Va.
 Hoopes, Mary C. (intermediate), Pennsylvania Institution, Mt. Airy.
 Hoover, Susan, B. A. (cooking), Ohio Institution, Columbus, Ohio.
 Hopkins, Margaret (in charge speech department), Arkansas Institute, Little Rock, Ark.
 Hoss, Mary (manual, colored department), Tennessee School, Knoxville, Tenn.
 Hotchkiss, J. Burton, M. A., Litt. D. (history and English), Gallaudet College, Washington, D. C.
 Houghton, Louis A., B. A. (manual), Tennessee School, Knoxville.
 Houser, Bessie, Home for Training in Speech, Philadelphia, Pa.
 Howard, Carrie (manual), Texas School, Austin, Texas.
 Howard, Essie Belle (oral), Illinois School, Jacksonville, Ill.
 Howchin, Maud Z. (oral), Michigan School, Flint, Mich.
 Howell, Florence (art), Western New York Institution, Rochester.
 Hower, Harry (baking), Kansas School, Olathe, Kans.
 Howson, James W., M. A., California Institution, Berkeley, Cal.
 Hoxie, Elizabeth (deaf-blind), Perkins Institution, South Boston, Mass.
 Hoyt, Julia E. (oral), Illinois School, Jacksonville, Ill.
 Hubbard, Paul (manual), Kansas School, Olathe, Kans.
 Hubbard, Willis (manual), Michigan School, Flint, Mich.
 Huddle, Nannie Z. (art), Texas School, Austin, Texas.
 Huffman, Frank O., M. A. (manual), Tennessee School, Knoxville.
 Hufford, Josephine, Home for Training in Speech, Philadelphia, Pa.
 Huggard, Amy L., Northern New York Institution, Malone, N. Y.
 Hughes, Winifred, St. Joseph's Institute, West Chester, N. Y.
 Humphreys, Evelyn, M. A. (oral), Nebraska Institute, Omaha, Neb.
 Humphreys, W. H. (cabinet-making), Missouri School, Fulton, Mo.
 Humphreys, Wm. W. (deaf-blind), Arkansas Institute, Little Rock.
 Humphreyville, Robert B., Institution for Improved Instruction, New York, N. Y.
 Hunsicker, Agnes E. (cooking), North Carolina School, Morganton.
 Hunt, Ethel A. (grade work, primary department), Clarke School, Northampton, Mass.

- Hunt, Lyman M. (industrial), South Dakota School, Sioux Falls.
Hunt, Mrs. L. M. (industrial), South Dakota School, Sioux Falls.
Hunter, Elizabeth C. (primary oral), Ohio Institution, Columbus, Ohio.
Hunter, William S., B. A. (manual), Oregon School, Salem, Ore.
Hurd, Adeline M. (manual), Michigan School, Flint, Mich.
Hurd, Mrs. Anna C. (Chief Instructor, oral department), North Carolina School, Morganton, N. C.
Hurd, Edwin G., M. A. (oral), North Carolina School, Morganton, N. C.
Hurley, Margaret (Head Teacher), Wausau School, Wausau, Wis.

Ignace de Loyola, Sister (manual), Female Institution, Montreal, P. Q.
Ijams, Mary H. (manual), Tennessee School, Knoxville, Tenn.
Ijams, Mollie M. (manual), Maryland School, Frederick, Md.
Ingraham, Monroe (negro department), Georgia School, Cave Spring.
Ingram, H. L., Ontario Institution, Belleville, Ontario.
Irish, Mrs. Elizabeth H., B. A., La Crosse School, La Crosse, Wis.
Irma, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Irvine, Sarah K. (intermediate), Pennsylvania Institution, Mt. Airy.
Israel, Ellen J. (oral), Kansas School, Olathe, Kansas.

Jackson, Lena V. (domestic science), Texas School for Colored, Austin.
Jacoby, Albert E. (carpentry and cabinet-making), New York Institution, Washington Heights, New York, N. Y.
Jacquess, Olive M., Rhode Island Institute, Providence, R. I.
James, Ada, Ontario Institution, Belleville, Ontario, Canada.
Jameson, Annie E. (primary), Pennsylvania Institution, Mt. Airy, Pa.
Jarneson, Dollie (manual), Missouri School, Fulton, Mo.
Jansen, Anna (ironing), Nebraska Institute, Omaha, Neb.
Jaquith, Anna A. (gymnastics), Clarke School, Northampton, Mass.
Jastremski, Ernestine (oral), Illinois School, Jacksonville, Ill.
Jean de Dieu, Sister (manual), Female Institution, Montreal, P. Q.
Jenkins, Alice, Kalamazoo School, Kalamazoo, Mich.
Jenkins, Mrs. Isabel V. (manual), Alabama School, Talladega, Ala.
Jenkins, Margaret (kindergarten), Northern New York Institution, Malone, N. Y.
Jenkins, Weston, M. A. (manual), Alabama School, Talladega, Ala.
Jensen, John Charles (woodwork), California Institution, Berkeley, Cal.
Jernigan, J. H. (shoemaking), Louisiana Institute, Baton Rouge, La.
Jewell, Ella B., North Dakota School, Devils Lake, N. D.
Jewell, Grace M. (oral), Minnesota School, Faribault, Minn.
Jewell, Thomas H., Central New York Institution, Rome, N. Y.
Joanna, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
Johnson, A., Halifax Institution, Halifax, N. S.
Johnson, Annie L. (manual), Alabama School, Talladega, Ala.
Johnson, A. J. (shoemaking), Texas School for Colored, Austin, Texas.
Johnson, Elizabeth (bookkeeping), Mississippi Institution, Jackson.
Johnson, Fanny (oral), Texas School, Austin, Texas.

- Johnson, George T. (printing), Northern New York Institution, **Malone**.
 Johnson, Mrs. George T. (tailoring), Northern New York Institution, **Malone, N. Y.**
 Johnson, Joseph H., M. A. (Principal), Alabama School, Talladega, **Ala.**
 Johnson, J. L. (woodworking), New Jersey School, Trenton, **N. J.**
 Johnson, Kathryn (oral), Texas School, Austin, **Texas.**
 Johnson, Richard Otto (Superintendent), Indiana Institution, Indianapolis, **Ind.**
 Johnson, S. J., B. A. (aural), Alabama School, Talladega, **Ala.**
 Johnson, W. S. (manual), Alabama School, Talladega, **Ala.**
 Johnston, Effie, Chicago Schools, Chicago, **Ill.**
 Johnston, Lucy M. (handicraft), North Carolina School, Morganton.
 Joiner, Enfield, B. A. (oral), Alabama School, Talladega, **Ala.**
 Jones, Eleanor P., Pennsylvania Oral School, Scranton, **Pa.**
 Jones, Elizabeth Ogwen (intermediate), Pennsylvania Institution, **Mt. Airy, Philadelphia, Pa.**
 Jones, John W., M. A. (Superintendent), Ohio Institution, Columbus, **Ohio.**
 Jones, Mabel Kingsley, (intermediate), Pennsylvania Institution, **Mt. Airy, Philadelphia, Pa.**
 Jones, Margaret E., St. Joseph's Institute, West Chester, **N. Y.**
 Jones, Nannie M. (oral), Texas School, Austin, **Texas.**
 Jones, Stephen Clarence (manual), Virginia School, Staunton, **Va.**
 Jones, Susie E. (manual), Western Pennsylvania Institution, Edgewood Park, **Pa.**
 Jones, W. D. (shoemaking), Virginia School, Staunton, **Va.**
 Jones, William G., M. A., New York Institution, Washington Heights.
 Jordan, Ella C. (Assistant Principal; history), Horace Mann School, **Boston, Mass.**
 Jordan, Mrs. Helen R. (deaf-blind), Illinois Institution for the Blind, **Jacksonville, Ill.**
 Jordan, W. A. (art), Mississippi Institution, Jackson, **Miss.**
 Joslyn, Adele (sloyd and drawing), Northern New York Institution, **Malone, N. Y.**
 Joy, Mary Caswell (gymnastics), Washington Heights School for Children with Defective Hearing, New York, **N. Y.**
 Joyce, Leo (printing), North Dakota School, Devils Lake, **N. D.**
 Jutt, August (manual, primary), Indiana Institution, Indianapolis.

 Kachler, Willis S. (carpentry), Western New York Institution, Rochester, **N. Y.**
 Kane, James C. (manual), Washington School, Vancouver, **Wash.**
 Karcher, G. (carpentry and woodwork), North Carolina School, Morganton, **N. C.**
 Kearney, Alfred (manual), Mississippi Institution, Jackson, **Miss.**
 Keefer, Mazie S. (manual), Minnesota School, Faribault, **Minn.**
 Keeler, Mrs. Rosa, Ashtabula School, Ashtabula, **Ohio.**

- Keene, E. L. (printing), Arkansas Institute, Little Rock, Ark.
Kehoe, Ida B., Le Couteux St. Mary's Institution, Buffalo, N. Y.
Keller, M. H. (manual), West Virginia School, Romney, W. Va.
Kellogg, Elizabeth B. (manual), Iowa School, Council Bluffs, Iowa.
Kelly, Susan, St. Joseph's Institute, Brooklyn, N. Y.
Kemp, Elmo V. (printing), Montana School, Boulder, Mont.
Kennedy, John A. (manual), Illinois School, Jacksonville, Ill.
Kennedy, Mary Alma (Superintendent), St. Joseph's Institute, Brooklyn, N. Y.
Kennedy, Nannie C., Dayton School, Dayton, Ohio.
Kennewell, Lina (oral), Michigan School, Flint, Mich.
Kenney, Elsie L. (primary), Ohio Institution, Columbus, Ohio.
Kennison, S. Helen, New England Industrial School, Beverly, Mass.
Kent, Eliza (oral), Illinois School, Jacksonville, Ill.
Kern, Fred (carpentry), St. Joseph's Institute, West Chester, N. Y.
Kerr, Elizabeth (oral), Missouri School, Fulton, Mo.
Kerr, Susie (cooking), Missouri School, Fulton, Mo.
Ketel, John (carpentry and farm work), German Evangelical Lutheran Institute, North Detroit, Mich.
Key, J. A. (cabinet-making), Kansas School, Olathe, Kans.
Kidder, Katherine B., Institution for Improved Instruction, New York.
Kiesel, Theodore A., B. Ph., Kendall School, Washington, D. C.
Kiesel, Mrs. Theodore A., Kendall School, Washington, D. C.
Kilpatrick, Mary (oral), Minnesota School, Faribault, Minn.
Kilpatrick, Walter M. (manual), Minnesota School, Faribault, Minn.
King, Ada R., Pennsylvania Oral School, Scranton, Pa.
King, Annie (sewing), Ephpheta School, Chicago, Ill.
King, Clyde (manual), Arkansas Institute, Little Rock, Ark.
King, Mrs. Emma (manual), Arkansas Institute, Little Rock, Ark.
King, Jennette (dressmaking), Pennsylvania Institution, Mt. Airy, Pa.
King, Katherine, Ephpheta School, Chicago, Ill.
King, Mabel (oral), Chicago Day-Schools, Chicago, Ill.
King, Marian (oral), Minnesota School, Faribault, Minn.
King, Sibelle de F. (intermediate), Pennsylvania Institution, Mt. Airy.
King, S. W. (carpentry and cabinet-making), Arkansas Institute, Little Rock, Ark.
Kinnaird, Sarah M. (oral), Kentucky School, Danville, Ky.
Kinsley, Ida B. (manual, primary), Indiana Institution, Indianapolis.
Kirk, George W. (baking), Wisconsin School, Delavan, Wis.
Kirkhuff, Jacob D., M. A. (arithmetic, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Kirkpatrick, Anna B., M. S. (oral), Nebraska Institute, Omaha.
Kirkpatrick, Helen F. (oral), Tennessee School, Knoxville, Tenn.
Kirkpatrick, Sallie (sewing), Missouri School, Fulton, Mo.
Kiscaden, Annie (tailoring), Pennsylvania Institution, Mt. Airy, Pa.
Klein, Jacob (tailoring), Institution for Improved Instruction, N. Y.

- Knickerbocker, Mary A. (oral), Minnesota School, Faribault, Minn.
 Knight, Emma F. (manual), Michigan School, Flint, Mich.
 Knisely, Nora Belle, McCowen Oral School, Chicago, Ill.
 Knowles, Mabelle, Northern New York Institution, Malone, N. Y.
 Knox, Emma D., Chicago Schools, Chicago, Ill.
 Kosik, Felix (shoemaking), St. Joseph's Institute, West Chester, N. Y.
 Kranzusch, Clara E., Milwaukee School, Milwaukee, Wis.
 Kribs, H. Ray, Sacramento School, Sacramento, Cal.
 Kristensen, Leone, Wausau School, Wausau, Wis.
 Kupfer, Walter S. (physical training), Institution for Improved Instruction, New York, N. Y.
- Laack, Clara M., Los Angeles School, Los Angeles, Cal.
 Lackey, Lillian B. (intermediate), Pennsylvania Institution, Mt. Airy.
 Lamb, Mrs. Rufus H. (Principal, colored department), Arkansas Institute, Little Rock, Ark.
 La Motte, Edith M., Institution for Improved Instruction, New York.
 Lamson, Cloa G., B. A. (primary), Ohio Institution, Columbus, Ohio.
 Lang, Edward J. (cabinet-making and carpentry), Illinois School, Jacksonville, Ill.
 Lang, William (shoemaking and harness-making), Missouri School, Fulton, Mo.
 Lange, Paul, M. A. (manual), Wisconsin School, Delavan, Wis.
 Langstroth, Maud H., B. A., Maryland School for Colored, Baltimore.
 Larkin, Annie M., St. Joseph's Institute, Fordham, N. Y.
 Larsen, Fred. C. (printing), Wisconsin School, Delavan, Wis.
 Larson, Lars M., B. A. (Superintendent), New Mexico School, Santa Fé, N. M.
 Larson, Nephi (carpentry), Utah School, Ogden, Utah.
 La Rue, Ida (manual, advanced department), Pennsylvania Institution, Mt. Airy, Pa.
 La Rue, S. J. (oral), Virginia School, Staunton, Va.
 Lathrop, Bessie S. (wood-carving), Clarke School, Northampton.
 Lathrop, Clara W. (drawing), Clarke School, Northampton, Mass.
 Latshaw, Allen (sloyd), Home for Training in Speech, Philadelphia, Pa.
 Lawrence, S. H., Halifax Institution, Halifax, N. S.
 Layton, Ninette (oral), Illinois School, Jacksonville, Ill.
 Leadbetter, Ruth (oral), Michigan School, Flint, Mich.
 Lee, Jennie (oral), Kentucky School, Danville, Ky.
 Leigh, Mary G., Mystic Oral School, Mystic, Conn.
 Léon le Grand, Sister (manual), Female Institution, Montreal, P. Q.
 Leonard, Bessie N. (Teacher-in-charge, primary department; grade work), Clarke School, Northampton, Mass.
 Leonard, Eleanor C., B. A. (grade work, primary department), Clarke School, Northampton, Mass.
 Leonard, Sister Mary (chair-caning), Boston School, Randolph, Mass.
 Le Prince, Gabriella Marie (industrial and technical art), New York Institution, Washington Heights, New York, N. Y.

- Le Prince, H. Aimée (manual training), Washington Heights School for Children with Defective Hearing, New York, N. Y.
- Le Prince, Mme. S. E. (art), Washington Heights School for Children with Defective Hearing, New York, N. Y.
- Leu, Barbara C., Chicago Schools, Chicago, Ill.
- Leverett, Ammée (art), Arkansas Institute, Little Rock, Ark.
- Lewis, Edna B. (kindergarten, articulation), New York Institution, Washington Heights, New York, N. Y.
- Lewis, Emily (manual), Texas School, Austin, Texas.
- Lewis, Mattie, West Houston St., Sherman, Texas.
- Libby, Mabel J., Maine School, Portland, Me.
- Lillard, Sadie (oral department and physical culture), Montana School, Boulder, Mont.
- Linn, Georgina, Ontario Institution, Belleville, Ontario, Canada.
- Linthicum, John (shoemaking), West Virginia School, Romney, W. Va.
- Lloyd, Lizzie (oral), Texas School, Austin, Texas.
- Lloyd, Rowland B., B. A., New Jersey School, Trenton, N. J.
- Lloyd, W. H. (manual), Arkansas Institute, Little Rock, Ark.
- Locklier, A. B. (shoemaking), South Carolina Institution, Cedar Spring.
- London, Bessie A. (intermediate), Pennsylvania Institution, Mt. Airy.
- Long, J. Schuyler, M. A. (Head Teacher, academic department), Iowa School, Council Bluffs, Iowa.
- Long, Littleton A., B. A., North Dakota School, Devils Lake, N. D.
- Long, Margaret A. (intermediate, oral), Ohio Institution, Columbus, O.
- Long, Morris T. (manual, colored school), Kentucky Institution, Danville, Ky.
- Long, Nora V. (primary oral), Indiana Institution, Indianapolis, Ind.
- Lorenz, Fred (sloyd and cabinet-making), Ohio Institution, Columbus.
- Loughbridge, Mary J. (general housework), Institution for Improved Instruction, New York, N. Y.
- Lourdes, Sister M., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
- Lowrey, Frances, American School, Hartford, Conn.
- Lucas, Frances (speech and speech-reading, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Lucas, Sister (oral), Female Institution, Montreal, P. Q.
- Lucy, Sister M. (carving, embroidery, and arts), St. John's Institute, St. Francis, Wis.
- Ludwig, A. L. (shoemaking), Arkansas Institute, Little Rock, Ark.
- Ludwig, Kate (manual), Arkansas Institute, Little Rock, Ark.
- Lung, Louise M. (primary English and cooking), Western New York Institution, Rochester, N. Y.
- Lutz, Ida M. (primary oral), Ohio Institution, Columbus, Ohio.
- Lyle, Elizabeth R., Danville, Ky.
- Lyle, Mary (oral), Kentucky Institution, Danville, Ky.
- Lyne, Mary McDowell (oral), Utah School, Ogden, Utah.
- Lyon, Ada (deaf-blind), Ohio Institution, Columbus, Ohio.

- Lyon, Florence B. (sewing), Rhode Island Institute, Providence, R. I.
 Lyon, Gertrude (oral), Michigan School, Flint, Mich.
 Lyons, Patrick Joseph, B. A., St. Joseph's Institution, West Chester.
- McAloney, Thos. S. (Superintendent), Montana School, Boulder, Mont.
 McBrayer, Oscar E. (farming and gardening), North Carolina School, Morganton, N. C.
- McCallum, Mary L. (oral), Tennessee School, Knoxville, Tenn.
 McCarthy, Alfred P. (printing), California Institution, Berkeley, Cal.
 McClellan, Grace A., Home for Training in Speech, Philadelphia, Pa.
 McClure, Mrs. Carrie J. (manual), Kentucky Institution, Danville, Ky.
 McClure, George M., M. A. (manual and printing), Kentucky Institution, Danville, Ky.
- McConnell, J. W. (painting), Illinois School, Jacksonville, Ill.
 McCord, Jeannette Hope (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
- McCowen, Mary (Principal), Chicago Schools, Chicago, Ill.
 McCray, William E. (blacksmithing and wagon-making), Missouri School, Fulton, Mo.
- McCue, D. C. (Assistant Superintendent), Missouri School, Fulton, Mo.
 Mc'usker, Mary (dressmaking), Institution for Improved Instruction, New York, N. Y.
- McDaniel, Nettie (oral), North Carolina School, Morganton, N. C.
 McDermid, D. W. (Principal), Manitoba Institution, Winnipeg, Man.
 McDermid, Mrs. Mary E. (manual), Manitoba Institution, Winnipeg.
 McDill, Laura, B. A. (language and physical culture), Iowa School, Council Bluffs, Iowa.
- McDonald, Alex. C. (woodwork), Oregon School, Salem, Ore.
 McDonald, James (carpentry), Alabama School, Talladega, Ala.
- Macdonald, Katherine, B. A. (advanced branches), Reno Margulies School, New York, N. Y.
- McDonald, Louisa, St. Joseph's Institute, West Chester, N. Y.
 McEntee, Elizabeth (shirt-making), New York Institution, Washington Heights, New York, N. Y.
- McEvoy, Sarah J., St. Joseph's Institute, Fordham, N. Y.
 MacFarlane, Etta E., Saginaw School, Saginaw, Mich.
- McGee, Mattie (dressmaking), Washington State School, Vancouver.
 McGill, Margaret S. (Director, kindergarten and articulation), New York Institution, Washington Heights, New York, N. Y.
- McGoodwin, Josie May, Colorado School, Colorado Springs, Colo.
 McGourty, Mary, St. Joseph's Institute, West Chester, N. Y.
 McGrath, Margaret, St. Joseph's Institute, West Chester, N. Y.
 McGrath, Nellie, St. Joseph's Institute, West Chester, N. Y.
- McGregor, Robert P., M. A. (high school), Ohio Institution, Columbus.
 McIlvain, E. H., (manual), Kansas School, Olathe, Kans.
 McIlvaine, John Add., Jr., B. A. (manual, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.

- McIntire, Daisy, (manual), Missouri School, Fulton, Mo.
MacIntyre, Mary B. (articulation), New York Institution, Washington Heights, New York, N. Y.
McKee, Margaret V., Chicago Schools, Chicago, Ill.
McKee, Noble B., M. A., Ph. D. (Superintendent), Missouri School, Fulton, Mo.
McKee, William L. (shoemaking), Northern New York Institution, Malone, N. Y.
McKeen, Fannie (grade work, primary department), Clarke School, Northampton, Mass.
McKinley, Frances (manual), Kansas School, Olathe, Kans.
McKoy, T. P. (woodworking), Georgia School, Cave Spring, Ga.
McLane, Willie (sewing and domestic work), Florida School, St. Augustine, Fla.
McLaughlin, Clayton, Ph. B. (mathematics), Western New York Institution, Rochester, N. Y.
McLendon, Mrs. Vaiden (oral), Arkansas Institute, Little Rock, Ark.
McLeod, Ida, Mackay Institution, Montreal, P. Q., Canada.
MacNair, Sarah H., Milwaukee School, Milwaukee, Wis.
McNamar, Lena B. (intermediate), South Dakota School, Sioux Falls.
McNamar, Mary, Florida Institute, St. Augustine, Fla.
MacNees, Ellen, Racine School, Racine, Wis.
McNiel, Bessie (drawing and manual training), Fond du Lac School, Fond du Lac, Wis.
MacPhail, Anna L., B. A., Oregon School, Salem, Ore.
McPhee, James (shoemaking), Mackay Institution, Montreal, P. Q.
McSherry, Eliza S., Institution for Improved Instruction, New York.
Mack, Lura (kindergarten, articulation), New York Institution, Washington Heights, New York, N. Y.
Mackay, Annie, B. A., Halifax Institution, Halifax, N. S.
Madison, F. W. (blacksmithing), Texas School for Colored, Austin.
Magan, Philomena C., McCowen Oral School, Chicago, Ill.
Magennis, Thomas (Superintendent), Boston School, Randolph, Mass.
Maher, Henry (barbering), Missouri School, Fulton, Mo.
Mahoney, Catherine, New Brunswick School, St. John, N. B.
Makemson, Ethel (oral), Texas School, Austin, Texas.
Malone, Mary, Ephpheta School, Chicago, Ill.
Manger, H. P. (baking), Texas School, Austin, Texas.
Mann, Matthew R. (Assistant Superintendent, in charge of colored department), Tennessee School, Knoxville, Tenn.
Manning, Arthur Clarence, M. A. (language, history, and geography, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Mansfield, Mary P., B. A., American School, Hartford, Conn.
Mansur, Mrs. Lida O'Hara (supervising speech), Ohio Institution, Columbus, Ohio.

- Monro, Mrs. Sarah A. J. (speech and voice training), **Horace Mann School**, Boston, Mass.
- Montgomery, Eudora, Chicago Schools, Chicago, Ill.
- Morgan, Charlotte Louise (Principal), **Oakland School**, **Oakland, Cal.**
- Morrice, Alex., Jr. (shoemaking), Ontario Institution, **Belleville, Ont.**
- Morris, H. S. (leather working), Georgia School, **Cave Spring, Ga.**
- Morris, Mabel M. (oral), Oregon School, Salem, Ore.
- Morris, Minnie E., B. A., Mississippi Institution, Jackson, Miss.
- Morrison, J. Stuart, M. A. (manual), Missouri School, **Fulton, Mo.**
- Morrow, George (gardening), Kansas School, **Olathe, Kans.**
- Morrow, N. Field, B. A. (manual, primary), Indiana Institution, Indianapolis, Ind.
- Morse, Anna (Head Teacher), Illinois School, Jacksonville, Ill.
- Morse, Mrs. Elsie (sewing), Central New York Institution, **Rome, N. Y.**
- Moses, Thomas L. (Superintendent), Tennessee School, **Knoxville.**
- Mosher, M., Halifax Institution, Halifax, N. S., Canada.
- Mumford, Edward F., M. A. (oral), North Carolina School, **Morganton.**
- Munsell, Anna O. (sloyd), American School, Hartford, Conn.
- Murphy, James Joseph, B. A. (manual), Wisconsin School, **Delavan.**
- Murphy, J., Halifax Institution, Halifax, N. S., Canada.
- Murphy, Margaret J., St. Joseph's Institute, Brooklyn, N. Y.
- Murphy, W. F. (shoemaking) Arkansas Institute, **Little Rock, Ark.**
- Murphy, Whitley (oral), Virginia School, **Staunton, Va.**
- Murray, Elizabeth J., Superior School, West Superior, Wis.
- Murray, May (art), Kansas School, **Olathe, Kans.**
- Mutch, Caroline S. (intermediate), New England Industrial School, **Bevely, Mass.**
- Myer, Helen, Pennsylvania Oral School, **Scranton, Pa.**
- Myers, Ivy J., Mound City, Kans.
- Myers, Lewis (industrial), West Virginia School, **Romney, W. Va.**
- Neesam, Frederick J., B. S., Maryland School for Colored, **Baltimore, Md.**
- Neill, Lily D. (manual), Missouri School, **Fulton, Mo.**
- Nelson, Edward Beverly, M. A. (Principal), Central New York Institution, **Rome, N. Y.**
- Nesbitt, Edith M., Institution for Improved Instruction, **New York.**
- Nesbitt, Louise (cooking), Institution for Improved Instruction, **N. Y.**
- Neutzling, Joseph H. (shoemaking), Ohio Institution, **Columbus, Ohio.**
- Newell, Nettie B., 128 Main street, **Binghamton, N. Y.**
- Newlee, Clara Ellen, Chicago Day-Schools, Chicago, Ill.
- Newman, Helena P., B. A. (kindergarten, articulation), New York Institution, Washington Heights, **New York, N. Y.**
- Nichol, Nellie M., M. A. (manual), Nebraska Institute, **Omaha, Neb.**
- Nichols, Emma (oral), Kentucky Institution, **Danville, Ky.**
- Nichols, Helen M. (dressmaking), Northern New York Institution, **Malone, N. Y.**

- Nissen, Emma (Ephpheta School), Chicago, Ill.
Nixon, Bessie L., American School, Hartford, Conn.
Norman, Joan (dressmaking), New York Institution, Washington Heights, New York, N. Y.
Norman, Linnie (plain sewing), New York Institution, Washington Heights, New York, N. Y.
Nourse, Laura, California Institution, Berkeley, Cal.
Noyes, Marion L. (intermediate), Pennsylvania Institution, Mt. Airy.
Noyes, Sarah (oral), Illinois School, Jacksonville, Ill.
Nugent, Anna, Oshkosh School, Oshkosh, Wis.
- Oberhofer, Annie M., St. Joseph's Institute, Fordham, N. Y.
O'Bleness, C. B. (carpentry), Ohio Institution, Columbus, Ohio.
O'Connor, Mary F., St. Joseph's Institute, West Chester, N. Y.
O'Connor, N. Frances (Principal), St. Joseph's Institute, Fordham.
Odebrecht, Leonce A. (high school), Ohio Institution, Columbus, Ohio.
Odilon, Sister (oral), Female Institution, Montreal, P. Q.
O'Donnell, Frank H. E., California Institution, Berkeley, Cal.
O'Donnell, Peter (printing), St. Joseph's Institute, West Chester, N. Y.
O'Dowd, George A. (shoemaking), Pennsylvania Institution, Mt. Airy.
O'Hair, Hannah L., Ephpheta School, Chicago, Ill.
O'Hara, Eliza (primary oral), Ohio Institution, Columbus, Ohio.
O'Hearn, Florence, Black River Falls School, Black River Falls, Wis.
Ohlemacher, Albert W., B. S. (Physical Director), Ohio Institution, Columbus, Ohio.
Olin, Caroline L. (intermediate), Pennsylvania Institution, Mt. Airy.
Olivia, Sister M. (oral), St. John's Institute, St. Francis, Wis.
O'Reagan, Frances, St. Joseph's Institute, Fordham, N. Y.
O'Reilly, Ellen (dressmaking), St. Joseph's Institute, Brooklyn, N. Y.
Orr, Marie P., California Institution, Berkeley, Cal.
Orr, Nannie C. (oral), Central New York Institution, Rome, N. Y.
Osborn, Virginia A. (Principal), L. S. Fechheimer School, Cincinnati, Ohio.
Osburn, Charles (carpentry), North Dakota School, Devils Lake, N. D.
Owen, C. C. (carpentry), Colorado School, Colorado Springs, Colo.
Owen, Helen H., Washington Heights School for Children with Defective Hearing, New York, N. Y.
Owens Mrs. Bell (cooking), Texas School for Colored, Austin, Tex.
- Paddleford, Mrs. L. (colored department), Kentucky School, Danville.
Paddock, Amy (dressmaking), New York Institution, Washington Heights, New York, N. Y.
Page, Delia C. (Head Teacher), Superior School, West Superior, Wis.
Page, Judith R. (sewing), Maryland School, Frederick, Md.
Page, Randolph H. (printing), Virginia School, Staunton, Va.
Palm, Elnora (oral), Texas School, Austin, Texas.
Palmer, Patti (oral), Missouri School, Fulton, Mo.
Park, Mabel, Colorado School, Colorado Springs, Colo.

- Reily, Mary N., Le Couteulx St. Mary's Institution, Buffalo, N. Y.
 Relihan, M. (printing), West Virginia School, Romney, W. Va.
 Reynolds, E. N. (horticulture), Nebraska Institute, Omaha, Neb.
 Rhodes, Elizabeth K. (oral), Wisconsin School, Delavan, Wis.
 Rhyne, Mary (sewing and domestic work), Florida School, St. Augustine, Fla.
 Rice, Delia Delight (deaf-blind), Wisconsin School, Delavan, Wis.
 Rice, Elizabeth (oral), Missouri School, Fulton, Mo.
 Richards, Anna M., Pennsylvania Oral School, Scranton, Pa.
 Richards, Mrs. Cora B., Illinois School, Jacksonville, Ill.
 Richards, E. Ethel, Rhode Island Institute, Providence, R. I.
 Richards, Laura de L. (Principal), Rhode Island Institute, Providence.
 Richards, Mrs. Laura F. (oral), Illinois School, Jacksonville, Ill.
 Richards, Sibyl B. (academic department and physical culture), Rhode Island Institute, Providence, R. I.
 Richardson, Louise (oral), Texas School, Austin, Texas.
 Richardson, P. L. (printing), Texas School, Austin, Texas.
 Rideout, H. L. (painting and decorating), Louisiana Institute, Baton Rouge, La.
 Rider, Edward C. (Superintendent), Northern New York Institution, Malone, N. Y.
 Riedle, Anna M. (oral), Tennessee School, Knoxville, Tenn.
 Riggle, Mrs. F. E. (manual), Arkansas Institute, Little Rock, Ark.
 Riggs, K. Theo. (oral), Kentucky School, Danville, Ky.
 Rives, Robert M., B. A. (manual), Texas School, Austin, Texas.
 Roach, Lula (sewing), Texas School, Austin, Texas.
 Roberts, Emma (primary oral), Indiana Institution, Indianapolis.
 Roberts, Linnaeus (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
 Roberts, Osce (manual and printing), Alabama School, Talladega, Ala.
 Robertson, James M. (colored department), Alabama School, Talladega.
 Robie, Alice V. (Head Teacher), Ashland School, Ashland, Wis.
 Robie, Grace L. (articulation), New York Institution, Washington Heights, New York, N. Y.
 Robinson, Albert (carpentry), Mackay Institution, Montreal, P. Q.
 Robinson, Grace W., American School, Hartford, Conn.
 Robinson, Louise S. (primary), Pennsylvania Institution, Mt. Airy, Pa.
 Robinson, Warren, M. A. (manual), Wisconsin School, Delavan, Wis.
 Roenitz, Mary Emma, St. Joseph's Institute, Brooklyn, N. Y.
 Rogers, Augustus, M. A. (Superintendent), Kentucky Institution, Danville, Ky.
 Rogers, C. Belle (industrial), South Carolina Institution, Cedar Spring.
 Rogers, David S., B. A. (manual), Kansas School, Olathe, Kans.
 Rogers, Georgena C., Maryland School for Colored, Baltimore, Md.
 Rogers, J. F. (painting), Nebraska Institute, Omaha, Neb.
 Rogers, Maria A., Wright Oral School, New York, N. Y.

- Romana, Sister Mary, Boston School, Randolph, Mass.
Root, Belle (sewing), Kentucky Institution, Danville, Ky.
Roper, Annie M., Gallaudet School, St. Louis, Mo.
Ross, Belle S. (physical culture), Utah School, Ogden, Utah.
Ross, Edyth (beginning oral), Nebraska Institute, Omaha, Neb.
Ross, Ethel, Mackay Institution, Montreal, P. Q., Canada.
Roth, Louis A., B. S. (printing), Minnesota School, Faribault, Minn.
Rotherham, Philip J. E. (gymnastics), New York Institution, Washington Heights, New York, N. Y.
Rothert, Henry W. (Superintendent), Iowa School, Council Bluffs.
Rowland, Thomas A. (carpentry), Tennessee School, Knoxville, Tenn.
Rucker, James T. (Principal), West Virginia School, Romney, W. Va.
Ruckley, E. Maude (articulation), Manitoba Institution, Winnipeg.
Rufina, Sister (manual), Female Institution, Montreal, P. Q.
Ruggles, Jennie Louise, (articulation), New York Institution, Washington Heights, New York, N. Y.
Runde, Winfield Scott, M. A., North Dakota School, Devils Lake, N. D.
Runde, Mrs. W. S., B. A. (drawing), North Dakota School, Devils Lake, N. D.
Russel, Margaret (oral), Illinois School, Jacksonville, Ill.
Russell, Arthur L. (physical training), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Russell, Grace I., Rhode Island Institute, Providence, R. I.
Ryan, David, Jr. (manual), Iowa School, Council Bluffs, Iowa.
Ryan, Mary J., St. Joseph's Institution, Brooklyn, N. Y.
- St. Clair, Flora C., Chicago Schools, Chicago, Ill.
Sallee, Margaret L. (primary), Pennsylvania Institution, Mt. Airy, Pa.
Salter, Grace E., Ph. B. (language), Western New York Institution, Rochester, N. Y.
Samuel, Claudia (colored department), Florida School, St. Augustine.
Sanford, Harriett I., Manistee School, Manistee, Mich.
Sanxay, Olive (manual, primary), Indiana Institution, Indianapolis.
Satterly, Cora B., Washington State School, Vancouver, Wash.
Satterthwaite, Estella (history and the sciences), Western New York Institution, Rochester, N. Y.
Saul, Katharine Partridge (Principal, oral department), Missouri School, Fulton, Mo.
Saunders, Susan H. (dressmaking and sewing), Montana School, Boulder, Mont.
Sauter, Emily E. (primary), Pennsylvania Institution, Mt. Airy, Pa.
Scanlon, Miss M. (manual), West Virginia School, Romney, W. Va.
Schaffer, Anna E. (Inspector of Wisconsin Schools), Madison, Wis.
Scherer, Mrs. Lizzie (sewing), Nebraska Institute, Omaha, Neb.
Schetky, Mary E. (physical training), Home for Training in Speech, Philadelphia, Pa.

- Schiffer, Josephine (domestic science), Indiana Institution, **Indianapolis, Ind.**
- Schilling, Alice C., Chicago Schools, Chicago, **Ill.**
- Schoolfield, Allen T. (oral), Montana School, Boulder, **Mont.**
- Schoolfield, George T. (manual), Kentucky Institution, **Danville, Ky.**
- Schory, Albert H., B. A. (intermediate), Ohio Institution, **Columbus.**
- Schrock, Nellie J. (kindergarten), Indiana Institution, **Indianapolis.**
- Schuckman, Frieda von (kindergarten, sewing), Institution for Improved Instruction, New York, **N. Y.**
- Schuit, Baren van der (horticulture), Utah School, Ogden, **Utah.**
- Schunaker, Margaret (primary), Ohio Institution, **Columbus, Ohio.**
- Schwake, Margaret (ironing), Nebraska Institute, **Omaha, Neb.**
- Schwirz, John (manual), Minnesota School, **Faribault, Minn.**
- Schwirz, Mrs. Sigrid (cooking), Minnesota School, **Faribault, Minn.**
- Scott, Wirt A., M. A. (manual), Texas School, **Austin, Texas.**
- Scott, Mrs. Wirt A. (oral), Texas School, **Austin, Texas.**
- Seaton, Charles D., B. A. (manual), West Virginia School, **Romney.**
- Seitz, John W. (printing), Georgia School, **Cave Spring, Ga.**
- Seliney, Fort Lewis, M. A., Central New York Institution, **Rome, N. Y.**
- Sellers, Ella (dressmaking), Ohio Institution, **Columbus, Ohio.**
- Sensenig, Barton, B. S. (mathematics, advanced department), Pennsylvania Institution, **Mt. Airy, Philadelphia, Pa.**
- Sharp, B. Howard, New Jersey School, **Trenton, N. J.**
- Shaw, Caroline, Traverse City School, **Traverse City, Mich.**
- Shaw, Mary B., Institution for Improved Instruction, **New York, N. Y.**
- Sheehan, Margaret (housekeeping), St. Joseph's Institute, **Fordham.**
- Sheldon, Esther W. (sloyd), New England Industrial School, **Beverly.**
- Shelley, Katherine C., St. Joseph's Institute, **Fordham, N. Y.**
- Shelton, Agnes S. (oral), Mississippi Institution, **Jackson, Miss.**
- Sherar, Mrs. Lizzie (sewing), Nebraska Institute, **Omaha, Neb.**
- Sheridan, Mary J., B. A. (manual), Illinois School, **Jacksonville, Ill.**
- Sheridan, Thomas, B. A. (advanced manual), Minnesota School, **Faribault, Minn.**
- Sherman, Isaac (tailoring), New York Institution, **Washington Heights.**
- Sherman, Marguerite (sewing and cooking), American School, **Hartford.**
- Shermer, Charlotte, Sparta School, **Sparta, Wis.**
- Shibley, Mrs. Kate (oral), Arkansas Institute, **Little Rock, Ark.**
- Shideler, Fannie B. (manual, primary), Indiana Institution, **Indianapolis, Ind.**
- Shirley, Edna (kindergarten), Central New York Institution, **Rome.**
- Shomber, Edna (sewing), Kansas School, **Olathe, Kans.**
- Shortle, Mabel (oral), Michigan School, **Flint, Mich.**
- Showalter, Benjamin R. (history, geography, and science), Iowa School, **Council Bluffs, Iowa.**
- Sigler, Mrs. Lou (Principal), Grand Rapids School, **Grand Rapids, Mich.**
- Simpson, Mary A., Home for Training in Speech, **Philadelphia, Pa.**

- Simpson, Mrs. Mary L. (primary), South Dakota School, Sioux Falls.
Sitton, Emma (oral), Nebraska School, Omaha, Neb.
Sloan, Lida (oral), West Virginia School, Romney, W. Va.
Sloan, Louise (deaf-blind), Colorado School, Colorado Springs, Colo.
Smith, Mrs. Alice Noyes (manual), Minnesota School, Faribault, Minn.
Smith, Caroline R. (intermediate), Pennsylvania Institution, Mt. Airy.
Smith, Fannie C., Rhode Island Institute, Providence, R. I.
Smith, Florence G. S. (articulation), New York Institution, Washington Heights, New York, N. Y.
Smith, Ina M., San Francisco School, San Francisco, Cal.
Smith, James L., M. A., Litt. D. (advanced manual), Minnesota School, Faribault, Minn.
Smith, Jennie C. (Head Teacher), Eau Claire School, Eau Claire, Wis.
Snader, Anna (primary), Ohio Institution, Columbus, Ohio.
Snyder, Harry D. (manual), Illinois School, Jacksonville, Ill.
Soeller, B. (carpentry and masonry), St. John's Institute, St. Francis, Wis.
Sorenson, Mrs. Sara B., Milwaukee School, Milwaukee, Wis.
Sorrrells, Gertrude B., Central New York, Institution, Rome, N. Y.
Sorrenson, Lillian M. (art), Wisconsin School, Delavan, Wis.
Sowell, James W., M. A. (manual), Nebraska Institute, Omaha, Neb.
Spaight, Augusta, Manitoba Institution, Winnipeg, Man.
Sparrow, Rebecca E. (articulation), Western New York Institution, Rochester, N. Y.
Spence, Victor R., B. S. (manual), Minnesota School, Faribault, Minn.
Spencer, Mrs. Bettie B., Milwaukee School, Milwaukee, Wis.
Spencer, Mary A. (manual), Michigan School, Flint, Mich.
Sprague, Sarah T., American School, Hartford, Conn.
Spruit, Cornelius (manual), Illinois School, Jacksonville, Ill.
Stanback, M. Lester (oral), Arkansas Institute, Little Rock, Ark.
Staniforth, Gordon (shoemaking), Mackay Institution, Montreal, P. Q.
Stannard, Martha R., Wright Oral School, New York, N. Y.
Stearns, Laura J. (primary), Pennsylvania Institution, Mt. Airy, Pa.
Stebler, O. J. (painting), Western Pennsylvania Institution, Edgewood Park, Pa.
Steed, Lyman, B. L., B. Ped. (Normal Fellow), Gallaudet College, Washington, D. C.
Steelman, Anna B. (primary oral), Ohio Institution, Columbus, Ohio.
Steidemann, Clara L., Gallaudet School, St. Louis, Mo.
Steinke, Agnes (oral), Iowa School, Council Bluffs, Iowa.
Steinke, Elsie M. (oral), Wisconsin School, Delavan, Wis.
Stephenson, Elizabeth, Elgin School, Elgin, Ill.
Stevens, Mattie (sewing), Alabama School, Talladega, Ala.
Stevens, O. Clyde, B. A. (manual), Michigan School, Flint, Mich.
Stevenson, Estelle, Cleveland School, Cleveland, Ohio.
Stevenson, Jane A., Milwaukee School, Milwaukee, Wis.

- Stevenson, Margaret J. (oral), Kansas School, Olathe, **Kans.**
 Stevenson, Miriam M. (millinery and embroidery), New Jersey School, Trenton, N. J.
 Steward, James M. (intermediate oral), Ohio Institution, Columbus, **Ohio.**
 Stewart, George F., Ontario Institution, Belleville, Ontario, **Canada.**
 Stewart, James M., B. A. (manual), Michigan School, Flint, **Mich.**
 Stewart, Mrs. Josephine T. (manual), Michigan School, Flint, **Mich.**
 Stewart, Margaret J., Maryland School for Colored, Baltimore, **Md.**
 Stewart, Naomi (oral), Arkansas Institute, Little Rock, **Ark.**
 Stewart, Reuben E., M. A. (Superintendent and Principal), Nebraska Institute, Omaha, **Neb.**
 Stewart, Stella, Illinois School, Jacksonville, **Ill.**
 Stinson, Carrie (oral), North Carolina School, Morganton, N. C.
 Stodghill, Mathilde (oral), Minnesota School, Faribault, **Minn.**
 Stone, Elizabeth A. (Teacher-in-charge, intermediate department), Pennsylvania Institution, Mt. Airy, Philadelphia, **Pa.**
 Stone, George F., Ph. B., American School, Hartford, **Conn.**
 Stout, Mrs. K. R. N. (oral), Virginia School, Staunton, **Va.**
 Stowell, Laura A. (domestic science), Calumet School, Calumet, **Mich.**
 Strickland, Elizabeth H., Institution for Improved Instruction, N. Y.
 Stryker, Grace H. (articulation), New York Institution, Washington Heights, New York, N. Y.
 Stryker, Lena A. (kindergarten, articulation), New York Institution, Washington Heights, New York, N. Y.
 Stubbs, James C. (cabinet-making), Maryland School, Frederick, **Md.**
 Suess, Charles (shoemaking), Minnesota School, Faribault, **Minn.**
 Sullivan, Andrew J., B. A. (manual), Louisiana Institute, Baton Rouge.
 Sullivan, Anna (Head Teacher), Fond du Lac School, Fond du Lac, **Wis.**
 Sullivan, Mary (cooking), St. Joseph's Institute, Brooklyn, N. Y.
 Summers, Carrie H., Institution for Improved Instruction, New York.
 Summers, Sarah L. D., Institution for Improved Instruction, New York.
 Surber, Margaret (oral), South Carolina Institution, Cedar Spring, S. C.
 Suso, Sister Mary (Directress), St. Joseph's Institute, South St. Louis.
 Sutherland, Leela M. (kindergarten), Western New York Institution, Rochester, N. Y.
 Suttka, Charles (tailoring), Kentucky Institution, Danville, **Ky.**
 Swink, W. C. (wood-working), South Carolina Institution, Cedar Spring.
- Taft, Carolyn G. (oral), Illinois School, Jacksonville, **Ill.**
 Taft, Grace Emily (oral), Illinois School, Jacksonville, **Ill.**
 Taliaferro, Clara C. (articulation), Kendall School, Washington, D. C.
 Tanner, Annie (reading), Illinois School, Jacksonville, **Ill.**
 Tate, James N., M. A., LL.D. (Superintendent), Minnesota School, Faribault, **Minn.**
 Taylor, Annah Stopps, McCowen Oral School, Chicago, **Ill.**
 Taylor, Bernice (oral), Texas School, Austin, **Texas.**

- Taylor, Carleton W. (oral), Illinois School, Jacksonville, Ill.
Taylor, Miss Charlie (oral), Texas School, Austin, Texas.
Taylor, Elizabeth, Oklahoma Institute, Guthrie, Okla.
Taylor, Elizabeth R. (Principal), Maine School, Portland, Me.
Taylor, Ellen E., Cleveland School, Cleveland, Ohio.
Taylor, Harris (geography and history, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Taylor, H., Halifax Institution, Halifax, N. S.
Taylor, Mrs. Jean McN. (oral), Illinois School, Jacksonville, Ill.
Taylor, Martha M., Maine School, Portland, Me.
Taylor, Nellie M. (manual and oral), Alabama School, Tallageda, Ala.
Taylor, Virginia O. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
Taylor, W. E., M. A. (oral), Texas School, Austin, Texas.
Taylor, Mrs. W. E. (oral), Texas School, Austin, Texas.
Teegarden, George M., B. A. (manual), Western Pennsylvania Institution, Edgewood Park, Pa.
Templeton, Miss S., Ontario Institution, Belleville, Ontario, Canada.
Terrill, Mrs. J. G., Ontario Institution, Belleville, Ontario, Canada.
Thayer, Fannie E. (oral), Michigan School, Flint, Mich.
Thayer, Florence (oral), Michigan School, Flint, Mich.
Thedinga, Mary Etta (sloyd and domestic science), Colorado School, Colorado Springs, Colo.
Théophile, Sister (cooking), Female Institution, Montreal, P. Q.
Théophile de Sébaste, Sister (oral), Female Institution, Montreal, P. Q.
Thomas, Mrs. Ida E., Central New York Institution, Rome, N. Y.
Thomas, J. W. (oral), Kansas School, Olathe, Kans.
Thomas, Olivia (oral), Texas School, Austin, Texas.
Thomas, Ruth L. (deaf-blind), Perkins Institution, South Boston, Mass.
Thomas de Cantorbéry, Sister (manual), Female Institution, Montreal.
Thomason, Mrs. I. M. (manual), South Carolina Institution, Cedar Spring, S. C.
Thomason, Pattie, B. L. (oral), South Carolina Institution, Cedar Spring, S. C.
Thompson, Anne C. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
Thompson, A. J. (manual), West Virginia School, Romney, W. Va.
Thompson, Edwin Stanley, M. A. (geography, advanced department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Thompson, Emma Ross (Principal, primary department), Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Thompson, Fannie (oral), North Carolina School, Morganton, N. C.
Thompson, Frances (manual, primary), Indiana Institution, Indianapolis, Ind.
Thompson, Howard Edgar, Georgia School, Cave Spring, Ga.
Thompson, L. L. (carpentry), Washington State School, Vancouver.

- Thompson, Richard T. (manual), Kansas School, Olathe, **Kans.**
 Thompson, Zach. B. (printing), Iowa School, Council Bluffs, **Iowa.**
 Thornberry, W. M. (manual), Texas School, Austin, **Texas.**
 Thornton, Mary Eugenia, M. A. (oral), Louisiana Institute, **Baton Rouge, La.**
 Throckmorton, Helen G. (primary), Pennsylvania Institution, **Mt. Airy, Philadelphia, Pa.**
 Thurber, Amey (articulation), New York Institution, **Washington Heights, New York, N. Y.**
 Tierney, Katherine E. (kindergarten), St. Joseph's Institute, **Brooklyn.**
 Tillinghast, David R. (manual), North Carolina School, **Morganton.**
 Tillinghast, Edward S., B. A., Washington State School, **Vancouver.**
 Tillinghast, Hilda B., B. S. Washington State School, **Vancouver.**
 Tillinghast, Mary (manual), Maryland School, **Frederick, Md.**
 Tillinghast, Robina (oral), North Carolina School, **Morganton, N. C.**
 Tillinghast, Thomas H., North Carolina School, **Raleigh, N. C.**
 Tilson, Mary D., New Jersey School, **Trenton, N. J.**
 Tilton, William I., B. A. (manual), Illinois School, **Jacksonville, Ill.**
 Tingley, Elizabeth Scott (primary), Pennsylvania Institution, **Mt. Airy.**
 Tompkins, Pearl, Fond du Lac School, **Fond du Lac, Wis.**
 Toney, Mary E. (manual), Alabama School, **Talladega, Ala.**
 Towler, Mary K. (oral), Mississippi Institution, **Jackson, Miss.**
 Townsend, Allis M. (kindergarten, articulation), New York Institution, **Washington Heights, New York, N. Y.**
 Townsend, Wm. A. (shoemaking), North Carolina School, **Morganton.**
 Tracy, H. Lorraine, B. A. (manual department and printing), **Louisiana Institute, Baton Rouge, La.**
 Traynor, Margaret (housekeeping), St. Joseph's Institute, **Brooklyn.**
 Tripp, (George F. (wood-working)), Michigan School, **Flint, Mich.**
 Tripp, Sally B. (phonetics), Horace Mann School, **Boston, Mass.**
 Trondson, Anna M., Neillsville School, **Neillsville, Wis.**
 Trout, Gay (manual), Virginia School, **Staunton, Va.**
 Trout, Hattie (cooking), Virginia School, **Staunton, Va.**
 Tuck, Louis C., M. A. (advanced manual), Minnesota School, **Faribault.**
 Tucker, Bessie Aylmer (history, grammar, and composition), **L. S. Feckheimer School, Cincinnati, Ohio.**
 Turner, Minnette M. (oral), Western Pennsylvania Institution, **Edgewood Park, Pa.**
 Turriff, Lily J. (manual), Manitoba Institution, **Winnipeg, Manitoba.**
 Tyler, Julia V. M. (articulation), Virginia School, **Staunton, Va.**
- Unkart, Gustava (oral), Western Pennsylvania Institution, **Edgewood Park, Pa.**
 Unkart, Mary E., Northern New York Institution, **Malone, N. Y.**
 Upham, N. Louise (grade work, primary department), **Clarke School, Northampton, Mass.**
 Upperman, Sallie A. (oral), North Carolina School, **Raleigh, N. C.**

- Vail, Helen C., New Jersey School, Trenton, N. J.
Vail, Sidney J. (manual, primary), Indiana Institution, Indianapolis.
Valeria, Sister M. (Principal), St. Joseph's School, Oakland, Cal.
Valerian, Sister Mary, (basketry), Boston School, Randolph, Mass.
Van Adestine, Elizabeth (Principal), Detroit School, Detroit, Mich.
Van Adestine, Gertrude (Principal), Calumet School, Calumet, Mich.
Van Benscoten, Irene (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
Vandegrift, Edith, B. A. (manual), Minnesota School, Faribault, Minn.
Van Dusen, Katherine Grace, Pennsylvania Oral School, Scranton, Pa.
Van Ingen, Elizabeth (articulation), Western New York Institution, Rochester, N. Y.
Van Tassell, William Henry, (military tactics), New York Institution, Washington Heights, New York, N. Y.
Vaughan, Sergeant, Halifax Institution, Halifax, N. S., Canada.
Veditz, Mrs. G. W. (deaf-blind), Colorado School, Colorado Springs.
Voigt, Urda, Detroit School, Detroit, Mich.
- Walker, Albert H., B. A. (Principal, Literary Department), Florida School, St. Augustine, Fla.
Walker, Bessie, Florida School, St. Augustine, Fla.
Walker, E. W. (Superintendent), Wisconsin School, Delavan, Wis.
Walker, Frances I. (primary), Ohio Institution, Columbus, Ohio.
Walker, Horace E., B. A. (manual), Tennessee School, Knoxville.
Walker, John P., M. A. (Superintendent), New Jersey School, Trenton, N. J.
Walker, Mary F. (manual and oral), Alabama School, Talladega, Ala.
Walker, Newton F. (Superintendent), South Carolina Institution, Cedar Spring, S. C.
Walker, S. Tefft, M. A. (Superintendent), Louisiana Institute, Baton Rouge, La.
Walker, W. Laurens, B. A. (Principal), South Carolina Institution, Cedar Spring, S. C.
- Walkup, Jane (sewing), Virginia School, Staunton, Va.
Wallace, Nann G. (sewing), Oregon School, Salem, Ore.
Walsh, Anna, St. Joseph's Institute, West Chester, N. Y.
Walter, Carl (shoemaking), Colorado School, Colorado Springs, Colo.
Walton, Idella M. (oral), Illinois School, Jacksonville, Ill.
Ward, Frances (dressmaking), Ephpheta School, Chicago, Ill.
Warnock, William E. (carpentry), Pennsylvania Institution, Mt. Airy.
Warren, Cora F. (sewing and cooking), American School, Hartford.
Warren, Josephine P., Georgia School, Cave Spring, Ga.
Washington, Edna (oral), Missouri School, Fulton, Mo.
Washington, Lutie S. (oral), Louisiana Institute, Baton Rouge, La.
Waters, Clara (manual), Missouri School, Fulton, Mo.
Watkins, Margaret (Head Teacher, second intermediate), Iowa School, Council Bluffs, Iowa.

- Watson, James (Superintendent), Washington State School, Vancouver, Wash.
- Watts, Samuel S. (dressmaking), North Carolina School, Raleigh, N. C.
- Weaver, James A. (manual and oral), Utah School, Ogden, Utah.
- Weaver, R. S. (carpentry and painting), Virginia School, Staunton, Va.
- Weaver, Stella E. (phonetics, language, and gymnastics), Horace Mann School, Boston, Mass.
- Webber, Julia (dressmaking), Missouri School, Fulton, Mo.
- Webster, Lettie R., B. A. (manual), Texas School, Austin, Texas.
- Weeks, William H., American School, Hartford, Conn.
- Weidemyer, A. (sewing, fancy work, and housework), German Evangelical Lutheran Institute, North Detroit, Mich.
- Wells, Mabel W. (manual, colored department), Tennessee School, Knoxville, Tenn.
- Welsh, Eugenia T. (oral), North Carolina School, Morganton, N. C.
- Weltmer, Frank W. (tailoring), Pennsylvania Institution, Mt. Airy, Pa.
- Westervelt, Zenas Freeman, LL. D. (Superintendent and Principal), Western New York Institution, Rochester, N. Y.
- Westfall, Ida B. (manual, primary), Indiana Institution, Indianapolis.
- Wettstein, Frances (Principal), Milwaukee School, Milwaukee, Wis.
- Weyerman, Charles (oral), Texas School, Austin, Texas.
- Weyerman, Robert (shoemaking), Texas School, Austin, Texas.
- Whelan, Kathryn (dressmaking), New Jersey School, Trenton, N. J.
- Whelan, Walter (shoemaking), New Jersey School, Trenton, N. J.
- Wharton, Lulu E. (oral), Mississippi Institution, Jackson, Miss.
- Wheeler, Frank R., M. A. (manual), Minnesota School, Faribault.
- Whipple, Nathan F. (articulation), California Institution, Berkeley.
- White, Alice M. (oral), Western Pennsylvania Institution, Edgewood Park, Pa.
- White, Annie E. (primary), Pennsylvania Institution, Mt. Airy, Pa.
- White, Cyrus E., M. A. (oral), Minnesota School, Faribault, Minn.
- White, Miss M. E. (physical culture), South Carolina Institution, Cedar Spring, S. C.
- White, Marie M. (oral), Iowa School, Council Bluffs, Iowa.
- Whitney, Mary C. (geography and English, grammar department), Clarke School, Northampton, Mass.
- Whitney, Mary M., B. A. (oral), Alabama School, Talladega, Ala.
- Wickham, L. A. (shoemaking), Maryland School, Frederick, Md.
- Wilcox, Mrs. Anna (oral), Missouri School, Fulton, Mo.
- Wilcox, Gertrude, Mystic Oral School, Mystic, Conn.
- Wilcox, Rachel M. (United States history, grammar department), Clarke School, Northampton, Mass.
- Wilcoxson, Florence (Head Teacher, oral department), Iowa School, Council Bluffs, Iowa.
- Wilfred, Sister Mary, Boston School, Randolph, Mass.
- Wilkie, Theo. (photo-engraving), Manitoba Institution, Winnipeg.

- Wilkins, Elizabeth P. (oral), Illinois School, Jacksonville, Ill.
Wilkinson, Warring, M. A., L. H. D. (Principal), California Institution, Berkeley, Cal.
Willcox, Susie (domestic science), Georgia School, Cave Spring, Ga.
William, Sister Mary, (sloyd), Boston School, Randolph, Mass.
Williams, Alice S., American School, Hartford, Conn.
Williams, Mrs. Alice V. (domestic science), North Carolina School, Raleigh, N. C.
Williams, Mrs. Blanche Wilkins (dressmaking and fancy work), North Carolina School, Raleigh, N. C.
Williams, Charles H. (manual), Virginia School, Staunton, Va.
Williams, Charles N., B. A. (Supervisor), North Carolina School, Raleigh, N. C.
Williams, E. Belle (kindergarten), New York Institution, Rome, N. Y.
Williams, Fanny, Chicago Schools, Chicago, Ill.
Williams, Jane E., Northern New York Institution, Malone, N. Y.
Williams, Job, M. A., L. H. D. (Principal), American School, Hartford.
Williams, J. Brent (printing), Missouri School, Fulton, Mo.
Williams, J. H. W., B. S. (manual), Texas School, Austin, Texas.
Williams, J. W., Virginia School, Staunton, Va.
Williams, Kate D. (language and reading), Horace Mann School, Boston, Mass.
Williams, Katherine (oral), Wisconsin School, Delavan, Wis.
Williams, Mary E. (oral), Wisconsin School, Delavan, Wis.
Williams, Maud C. (intermediate), Pennsylvania Institution, Mt. Airy.
Williamson, Mary M. (manual), Michigan School, Flint, Mich.
Willits, Charlotte, Detroit School, Detroit, Mich.
Willoughby, J. Evelyn (grade work, intermediate department), Clarke School, Northampton, Mass.
Wilson, A. O. (tailoring), Texas School, Austin, Texas.
Wilson, David (shoemaking), Kentucky Institution, Danville, Ky.
Wilson, Mrs. H. B. (manual), Virginia School, Staunton, Va.
Wilson, Marti Keen, Northern New York Institution, Malone, N. Y.
Winemiller, John C., B. S., Colorado School, Colorado Springs, Colo.
Winston, Mrs. Laura A. (Lady Principal and Supervising Teacher) North Carolina School, Morganton, N. C.
Winston, Matie E. (oral), Wisconsin School, Delavan, Wis.
Winton, Winnie, New Brunswick School, St. John, N. B.
Wirgman, Edna J. (manual), West Virginia School, Romney, W. Va.
Witt, Henrietta (domestic science), Arkansas Institute, Little Rock.
Wittenmeier, Olga C. (primary oral), Ohio Institution, Columbus, Ohio.
Witter, Ruth (speech, grammar department), Clarke School, Northampton, Mass.
Wittig, Meta C., Rock Island School, Rock Island, Ill.
Woessner, Christian (carpentry, cabinet-making, painting and glazing), Institution for Improved Instruction, New York, N. Y.

- Wood, Bardsley (brick and stone laying and plastering), **Pennsylvania** Institution, Mt. Airy, Philadelphia, Pa.
- Wood, Mary R., New Jersey School, Trenton, N. J.
- Wood, S. Catherine (manual), Illinois School, Jacksonville, Ill.
- Wood, S. Frances (oral), Illinois School, Jacksonville, Ill.
- Woodbury, Max W. (oral and art), Utah School, Ogden, Utah.
- Woodcock, Ellen (literary and physical culture), **Mystic Oral School**, Mystic, Conn.
- Woodworth, Mary, Prescott School, Chicago, Ill.
- Worcester, Margaret J., Institution for Improved Instruction, N. Y.
- Wright, C. W. (manual), Georgia School, Cave Spring, Ga.
- Wright, Frank R., South Dakota School, Sioux Falls, S. D.
- Wright, Frederick Starr, B. A., Wright Oral School, New York, N. Y.
- Wright, Grace L., M. A. (history, advanced department), **Pennsylvania** Institution, Mt. Airy, Philadelphia, Pa.
- Wright, John Dutton, M. A. (Principal), Wright Oral School, New York.
- Wright, Walter E. (printing), Central New York Institution, Rome.
- Wyand, E. Clayton, M. A. (manual), Maryland School, Frederick, Md.
- Wyckoff, Edith (oral), Illinois School, Jacksonville, Ill.
- Wynn, E. Agnes (kindergarten), St. Joseph's Institute, Fordham.
- Yale, Caroline A., LL.D. (Principal), Clarke School, Northampton.
- Yeager, Mrs. Anne W. (manual), Kentucky Institution, Danville, Ky.
- Yendes, Candace A. (oral), Western Pennsylvania Institution, **Edge-wood Park**, Pa.
- Young, Alexina E., McCowen Oral School, Chicago, Ill.
- Young, Annie, Illinois School, Jacksonville, Ill.
- Young, Belle (primary oral), Ohio Institution, Columbus, Ohio.
- Young, Elizabeth R. (arithmetic, advanced department), **Pennsylvania** Institution, Mt. Airy, Philadelphia, Pa.
- Young, Julia M. (manual), Maryland School, Frederick, Md.
- Young, Louisa T., Montreal, P. Q.
- Young, Mrs. Mary C. (manual), Mississippi Institution, Jackson, Miss.
- Young, Minnie B. (primary), Ohio Institution, Columbus, Ohio.
- Zane, Mary S., Home for Training in Speech, Philadelphia, Pa.
- Zassenhaus, Mary (Head Teacher), Black River Falls School, Black River Falls, Wis.
- Zell, Ethelburga, B. A. (primary), Ohio Institution, Columbus, Ohio.
- Zell, Ernest (art), Ohio Institution, Columbus, Ohio.
- Zimmerman, Bessie H. (cooking), Maryland School, Frederick, Md.
- Zorn, William H., B. A. (intermediate), Ohio Institution, Columbus,

I WISH THAT I COULD TELL.

In the sound of song and music
There 's a charm for those who hear,
And they look upon me sadly
When they see me standing near.
And they think that I am lonely
As they reckon what I miss,
And they seem to be so sorry
That I lose this cherished bliss.

But I wish that I could tell them,
As I smile and turn away,
Of the voices ever singing
Through the night and through the day,—
Voices full of sweet reminders
Of the days of long ago,
And I hear again the echo
Of those songs I used to know.

And I wish that I could tell them
Of the music that I hear
With its vibrant tone resounding
On my inner conscious ear,—
How it thrills and, creeping o'er me,
Steals away the bitter sense
Of the wrong that Nature did me—
This her gift in recompense.

And I wish that I could tell them
Of the music that I see
In the buds of spring unfolding,
And the moving melody
In the motion all about us,
In the birds and in the flowers,
In the happy eyes of children
As they look their love in ours.

And I wish that I could tell them
Of the most delightful things
That I hear and see in silence
When my inner fancy sings.
And I wish that I could tell them
Of the music in the hand
When in song it moves in rhythm,—
But they would not understand.

J. SCHUYLER LONG,
Instructor in the Iowa School, Council Bluffs, Iowa.

SCHOOL ITEMS.

Alabama School.—Miss Sarah K. Irvine and Miss Mary M. Bell are succeeded by Miss Mary M. Whitney, late of the Iowa School, and Miss Olga M. Gebhart, late of the Colorado School.

California Institution.—December 1, 1905, was the fortieth anniversary of Dr. Wilkinson's principalship. The Board of Directors showed their appreciation of the work that Dr. Wilkinson has done for the deaf of California during these forty years by a celebration in the Institution chapel. A cordial letter was read from the Governor of the State, who was prevented by illness from being present, and addresses were made by members of the Board, alumni, teachers, the first pupil of the Institution, and others. Many messages of congratulation and love were received from former pupils and the pupils now in school.

Canton School.—The Day-School at Canton, Ohio, has been discontinued for lack of funds.

Cleveland School.—Miss Grace C. Burton, a teacher in this School, has been appointed Principal in the place of Miss Barry, who has gone to the Colorado School. Miss Helen J. Flagg, of the American School at Hartford, and Miss Jessie Duff, of New York, have been added to the corps of teachers.

L. S. Fechheimer School.—At the request of the Parents' Association, the name of the Cincinnati "Oral School" has been changed to the "L. S. Fechheimer School" in honor of its founder.

The Cincinnati "Public School," having but two pupils remaining, has been made a part of this School.

Miss Sara Feinstein has been appointed teacher in the place of Miss Schwegler, who resigned to be married.

Halifax Institution.—Miss Frances F. Carter has resigned her position as teacher and is now residing at Cleveland, Alabama.

Illinois School.—Miss Elva M. Charles, who was girls' supervisor last year, has been appointed teacher, and Miss Annie Tanner, who formerly taught in this School, but was compelled on account of ill health to give up her duties, has been appointed to the position of "reading teacher." Her duties are confined to the library, where she advises the pupils in their reading and in their selection of books.

This School, together with the other State institutions of Illinois, is now under civil-service regulations. All applicants for positions, excepting that of superintendent, one chief clerk, and one stenographer, will be obliged to take a civil-service examination in order to receive an appointment. This includes teachers as well as all other officers and employees. Only residents of Illinois are eligible.

Illinois Day-Schools.—By an act of the Legislature, approved May 18, 1905, the act of 1897, authorizing payment for classes of the deaf in the public schools from State funds, was repealed and the following law was enacted in its stead:

AN ACT to authorize school districts to establish and maintain classes for the deaf in the public schools.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That upon the application by a board of education or board of directors of any school district to the county superintendent, he shall grant permission to such board of education or board of directors, and such board of education or board of directors shall be empowered thereby to establish and maintain, as part of the public schools of such district, one or more classes having an average attendance of not fewer than three pupils, for the instruction of deaf persons over the age of three and under twenty-one years.

SEC. 2. Any board of education or board of directors that shall establish and maintain one or more classes for the instruction of the deaf shall report to the county superintendent annually, and as often as the county superintendent shall direct, such information concerning the class or classes so established and maintained as the Superintendent of Public Instruction may require.

SEC. 3. No person shall be employed to teach any such class or classes who shall not have first obtained a certificate of qualification, as required by law, and who shall not have received instruction in the methods of teaching the deaf for a term of not less than one year.

SEC. 4. An act authorizing school districts managed by board of education or directors to establish and maintain classes for the deaf in the public schools, and authorizing payment therefor from State common school funds, approved June 11, 1897, is hereby repealed.

The cost of maintenance must now therefore be paid from district funds. For this reason the day-schools at Derinda Center, Elgin, Rockford, and Streator have been discontinued.

Kentucky School.—Miss Martha Menefee, formerly of the Western Pennsylvania and Montana Schools, has been appointed teacher in the Oral Department. Mr. Frank Christman, for many years boys' supervisor, has been appointed to fill out the unexpired term of Mr. L. Eddy, who died in September.

Louisiana Institute.—The opening of school was deferred till November 1 this year on account of quarantine regulations.

Miss Lutie S. Washington, of Fulton, Missouri, has been added to the corps of teachers. Miss Washington has had several years experience as a public school teacher and received her training as a teacher of the deaf at the Missouri School.

Mackay Institution.—The thirty-fifth annual meeting of the Institution on November 2, 1905, was the 25th anniversary of Mrs. Ashcroft's connection with the Institution as its Superintendent.

Miss Edna Shirley has resigned to teach in the Central New York Institution, and Miss Maude Ruckley to teach in the Manitoba Institution. Miss Ethel Ross, who has been absent for four years on account of ill health, has resumed her old position, and Miss Myrtle Miller has been added to the corps of teachers.

Maine School.—Miss Amy N. Hodges, formerly of the Western New York Institution, has been appointed to fill the vacancy caused by the resignation of Miss Eva M. Anderson, who has gone to Honolulu.

Maryland School for Colored.—Mr. Frederick J. Neesam, B. S., a graduate of the Wisconsin School and Gallaudet College and late supervisor in the North Dakota School, and Miss Georgena A. Rogers, a sister of Miss Grace A. Rogers, a teacher in this School who died last summer, have been added to the corps of teachers.

Michigan School.—Mr. George Tripp, a graduate of this School, has been appointed to take charge of the wood-working department in place of Mr. Edwin Barton, who died last June.

Missouri School.—Mrs. Anna Wilcox has been appointed teacher in the place of Mrs. Lucinda Dyer, resigned. Miss Gertrude Brown has been added to the corps of teachers in the Oral Department. Miss Brown taught several years in the Iowa School, and last year took the normal course at the Clarke School. Miss Nell Jones is granted a year's leave of absence to take a similar course of training at the Clarke School.

Montana School.—Mr. Elmo V. Kemp, instructor of gymnastics and boys' supervisor in the Texas School last year, has been appointed instructor of printing.

New Mexico School.—Mrs. Cora B. [Gunn] Larson, matron, died December 5, 1905, aged forty-six. Mrs. Larson became deaf at the age of five; was educated in the Illinois School, and taught in that school from 1885 to 1893, when she married Mr. Larson. She has been an efficient helpmate to her husband in his self-sacrificing struggles to establish the New Mexico School on a firm basis; it is sad that she should be taken away just as his efforts have finally been crowned with success.

New York Institution.—Miss Lura Mack, a graduate of Vassar College, has been added to the corps of teachers, and Mr. Philip J. E. Rotherham has been appointed teacher of gymnastics vice Mr. T. G. Cook, resigned.

Considerable alterations have been made in the plan of the grounds by the clearing and extension of the boys' playground, and a hospital for contagious diseases has been erected.

Ohio School.—Miss Hazel Reese and Miss Gertrude Dickerson have resigned to be married. Miss Anna Brannigan and Miss Mary Parker have been appointed teachers.

Pennsylvania Institution.—Miss Elizabeth R. Lyle has been compelled by illness to resign her position in the Intermediate Department. Miss Elizabeth O. Jones, formerly connected with the North Carolina School at Morganton, has been appointed in her place.

Pennsylvania Oral School.—Miss Mildred Green, who received her training in this School, has been added to the corps of teachers. Mr. Esmond A. Childs, teacher of sloyd and printing, resigned last spring to take a medical course in New York. Mr. Fred. H. M. Dunseith was appointed to fill the vacancy.

St. Joseph's Institute.—Miss Ellen R. Murphy, a valued teacher in the West Chester branch for many years, died of apoplexy November 12, 1905. "She was a born teacher, and of the hundreds of pupils who passed under her care during the many years she followed her chosen life work, it is safe to say that every one was bettered or uplifted by her truly Christian influence. The dullest boy was the object of her special solicitude and her fellow teachers testify to her wonderful patience and untiring efforts to bring some light to the most darkened minds."

South Carolina School.—Mr. N. F. Walker, Superintendent, has received the following tribute engrossed upon parchment and signed by the Governor of the State, the Superintendent of Public Instruction, and the Commissioners of the Institution:

"DEAR SIR:

"The undersigned by this writing tender cheerful expression to their high appreciation of the able, painstaking, watchful, and intelligent manner in which you have been and are now administering the affairs of the Institution.

"More than thirty-two years ago you were first elected as Superintendent here and your many successive re-elections by the various Boards in charge afford high proof of your eminent qualification for the position.

"Those who have been in closest touch with you in this work can readily see that your success is due to the fact that you are impelled

by the same motives which filled the heart of the noble founder of this Institution from the commencement of his great work more than fifty-six years since.

"We congratulate you upon your achievements and trust that for many years to come you may be spared to benefit and bless your afflicted fellow man."

South Dakota School.—Miss Lena B. McNamar, late of the Derinda Center School, has been appointed to fill the vacancy caused by the resignation of Miss Marion Finch. Mr. and Mrs. L. M. Hunt of Omaha, Nebraska, have been appointed teachers in the Industrial Department. The publication of the *Advocate* has been resumed. The industrial department for boys has been re-opened.

Utah School.—Miss Betty L. Bowles, a sister of the Superintendent of the Virginia Institution, trained at the Clarke School, and Miss Mary M. Lyne, who has had experience in the Alabama and Pennsylvania Institutions, have been added to the corps of oral teachers.

The School was awarded a gold medal for its exhibit at the Lewis and Clark Exposition and another for its exhibit at the State Fair this year.

Virginia School.—Mrs. K. R. N. Stout has been transferred from the Manual to the Articulation Department, and Mr. Chas. H. Williams appointed teacher of the class formerly taught by Mr. H. M. Chamberlayne, who died last March.

Washington Heights School for Children with Defective Hearing.—Miss Helen H. Owen, formerly in charge of the Streator, Illinois, Day-School, has been added to the corps of teachers.

MISCELLANEOUS.

Age of Admission.—At a conference of the National [British] Association of Teachers of the Deaf, held at Norwich, England, last August, a resolution was adopted recommending that the compulsory age for the beginning of the education of deaf children should be changed from seven years, at which it now stands, to five years. A protest

against this action has been made by a hundred and fifty head-masters and teachers connected with the Belfast, Birmingham, Boston Spa (St. John's), Brighton, Bristol, Cabra (St. Joseph's and St. Mary's), Claremont, Doncaster, Edinburgh (Edinburgh and Donaldson's Hospital), Exeter, Leeds, Liverpool, London (Anerly and Chapham), Margate, Newcastle-on-Tyne, Nottingham, Oldham, and Swansea (Royal Cambrian) Institutions. A note says that there are doubtless many other teachers of experience who share the views of those who have signed their names to this protest, but obviously they could not be asked for the expression of such an opinion where it was believed to be not in harmony with that of their principal, or with the practice of their respective schools.

The following reasons are assigned for the protest:

"Because experience has abundantly shown to some of us that quite as much, or more, in the way of education can be eventually accomplished when instruction has commenced at the later age.

"Because the brain of the deaf child at the earlier age is, we believe, physically unfitted for direct and continued effort; and to force it, prematurely, to perform tasks for which it is as yet unqualified must have an injurious effect upon subsequent development.

"Because high medical opinion strongly condemns the putting of undue strain upon the unformed and undeveloped minds of young normal children, and all the arguments used apply with equal, or even greater, force to the case of the infant deaf.

"Because the adoption of the earlier age would lead, in the majority of cases, to such infant children being taken from their natural guardians and homes to be placed in institutions.

"Because to sever such connection, at so tender an age, is an undue strain upon the natural feelings of both children and parents, and tends to weaken or destroy those bonds of family affection which should be maintained and strengthened.

"Because the participation in home life at this early age, and the consequent indirect but natural training thereby secured, is, we believe, of very great advantage to the deaf child.

"Because the home is the proper place for leading a young child to habits of decency and cleanliness.

"Because the presence of such infants in our institutions increases materially the risk from epidemics.

"Because the exceptional provisions such young children require

would very much increase the cost of education, already and necessarily high, and that, as we believe, without any corresponding advantage."

Mr. Arthur J. Story, headmaster of the North Staffordshire School at Stoke-on-Trent, who was the mover of the resolution referred to, has published a rejoinder to the protest. He objects that many of the persons who signed the protest have had no experience in teaching children under seven and therefore their opinion has no value; that some who signed it thought they were protesting only against making the instruction of young children compulsory; and that the reasons assigned in the protest are based on theory and not on observation and experience. He takes up each of the reasons in order and controverts them by the results of his own experience and that of other teachers who have taught young deaf children. The following is a summary of his conclusions:

"1. That education is as much the need and the *right* of deaf children from five to seven as it is acknowledged by law and practice to be of normal children.

"2. That, of all classes, the deaf can least afford to lose the full advantage of these two most impressionable years which are by nature the most appropriate, physically and psychologically, for the commencement of suitable instruction.

"3. That much more is done, and more easily done, when education begins as nearly as possible with the dawn of physical and intellectual powers.

"4. That, for the good of the child, instead of magnifying all the requirements incidental to instruction into mountains of difficulty, his best and truest interests are served when faith in education and faith in the child combine to remove these seeming barriers to his educational development—which is his only hope."

Fire Drill.—The Annual Report of the State Board of Charities of New York for 1904 has this to say concerning the benefit of fire drills in schools for the deaf:

The benefit of the fire drill in the schools for the deaf and other similar State institutions has been shown twice during the year. Early in the year a room in the Buffalo institution for deaf-mutes was discovered on fire, and the children were assembled and marched

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If preferred, the *School Review* will be sent with any of the above combinations instead of the *Elementary School Teacher*, and any back volume of the *Annals* instead of the current volume.

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First offer, \$1.25	Fourth offer, \$3.20
Second offer, 2.55	Fifth offer, 4.00
Third offer, 2.65	Sixth offer, 4.85

The readers of the *Annals* are doubtless acquainted with the publications offered, at least by reputation. The *Elementary School Teacher* and the *School Review*, both published by the University of Chicago Press, are progressive pedagogical journals, one of which ought to be in the hands of every teacher. Probably the *Elementary School Teacher* will be the most useful to a majority of the instructors of the deaf. The *Review of Reviews* is a leading journal of contemporaneous thought, the *Cosmopolitan* a popular magazine, the *Woman's Home Companion* a good home paper, and the *Country Calendar* an excellent periodical devoted to the interests of rural life.

These offers will hold good until January 31, 1906. Address

THE EDITOR OF THE ANNALS,

Gallaudet College, Kendall Green,

WASHINGTON, D. C.

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WHAT A PUPIL HAS A RIGHT TO EXPECT FROM A TEACHER.—I.

It is difficult to look on two sides of a question—a one-sided view being so much easier. Though slower than the lightning, we all, like it, tend to move in the line of least resistance. The teacher constantly, or too often, forgets the pupil's side of the educational problem. The teacher should have the most hearty support of the pupil and the community; but the pupil has his rights in the school, and I sometimes think that the more successful the teacher the greater the danger that, on account of his very success, he may forget to study that side of the problem of teaching. The pleader in the courts must study his opponent's side of the question. He knows that legal ability, perhaps superior to his, will be there to defend the other side. The progressive minister understands that his audience have perhaps thought quite as much upon the subjects of his sermons as he has himself, and he studies not simply one side of the question he is presenting, but also the other side. But the school teacher, used to implicit obedience, to the constant attention of his pupils, to having them look up to him, may be in danger of forgetting that they have some rights

that ought to be respected. The teacher's dignity should be maintained in all cases, but the pupil must not be ignored.

Once a boy proved himself to be a philosopher. He had been cooped up in school all day and was full of pent-up spirits. He went home and was sent to the wood-pile to chop wood, but even the hated task before him could not keep him from whistling and hallooing occasionally. A dyspeptic old man was riding down the street, and as soon as he heard that first whistle he was angry, as some persons are always angry at seeing young people enjoying themselves. He reined up his horse as he came alongside of the merry boy and said, "You little villain—you little rascal! How dare you whistle that way when I am riding by?" The boy looked up and said, "You old villain—you old rascal! How does it come that you dare to be riding by when I am whistling?" That boy had a pretty good idea of two sides to a question.

To understand the child perfectly, we teachers should take up, for a little while, that part of child study which I fear is being neglected; that is, the study of our own childhood experiences. I pity the teacher who had not a good many childhood experiences, and who does not recall them very frequently. When we go before a class, we should go there with the absolute certainty that those elements and principles in character that were taught to us when schoolboys, are the very elements and principles that one needs to have to teach the boys and girls of to-day.

The very first thing the pupil has a right to expect of a teacher is that he shall be master of the situation in the line of discipline. You never saw a child in his right senses that was not disappointed if he had a teacher who was not master of the situation. Go back to your own

childhood experiences and study yourselves. Have you to-day any deep, well-grounded respect or love for a teacher who did not control you? You respected your parents most when they insisted upon obedience to rightful authority that perhaps, at that moment, you did not understand. And every child has a right to expect it.

I suppose you have read that splendid book of Howells' on "A Boy's Town." It is not professional literature, it is true; but it is a good thing to get out of the narrow, professional rut occasionally and read something that is not strictly professional. Howells' book presents a few good pointers on pedagogy. One thing that can be said in favor of it is that it is full of the boy.

In one chapter Howells speaks of two teachers. One of them was a man of mistaken kindness. He had gone into the school with the thought that he was just simply going to be nothing but kind, and then the boys and girls would all love him. The person who has nothing but kindness in him is hardly ever liked by anybody. Do you not like to meet a person with a few corners that you can run against? Do you not hate to meet a person always trying to find out your opinion and then always adopting the same opinion? Pupils like a teacher who has a few corners about him. Howells says, "We simply worried the life out of that poor teacher and resolved we would never speak to the man when we met him"—all the result of foolish kindness. He was followed by a stern individual; too stern, no doubt; I would not hold him up as a model by any means; and yet Howells says, "He compelled us to respect authority in a way that in a short time compelled us to respect the teacher; we looked upon him as a source of authority and we soon found ourselves busy at work and were actually beginning to love the teacher who, in comparison, was almost cruel to us."



Once a young woman said to me, "I am going to be so nice and kind the first Thursday of school that the boys and girls will just have to love me; then, after they love me, I am going to govern them." Such a teacher never governs a school. If a boy is going to dislike me, I would rather he would dislike me the first morning than the last evening. If I am going to have to settle difficulties in the schoolroom and establish authority, I would rather establish it the first morning before recess. Boys and girls expect us as teachers to enter the schoolroom and control it; to go there with some authority and exercise it under proper circumstances.

Thinking men are ready to admit that in point of responsibility there is no calling above teaching; and all who have had any experience concede that there is no kind of teaching so fearfully responsible as the instruction of the deaf. Public school teachers may throw off a portion of the responsibility upon parents and ministers, but the instructor of the deaf must bear the whole. He is responsible not only for aid in pursuing the ordinary branches of school instruction, but for all the heart training. The pupils look up to him as to a parent, expecting from him the mildness and fondness of a mother and the guiding wisdom of a father. All wisdom, knowledge, and excellence come to them through him. In most cases he has to lay the foundation in character. The advancement of a pupil depends largely upon his respect for and confidence in his teacher. Power, judiciously exercised, has a tendency to elevate the teacher in the pupil's esteem, and thus aids in securing his improvement.

When pupils are placed under a new teacher, they are always anxious to know what their new master will do under certain circumstances. They are always wanting to make the test. Every teacher should bear this in mind. As is well known, the first impressions are the most lasting.

From the beginning the teacher should maintain his personality and make it clear to every one under his charge that he is the master of the room.

The idea that "pupils must be governed by kindness, love, and moral suasion, or they cannot be governed at all" is very absurd. If, after proper trial, demonstrations of love or acts of kindness fail, force must be resorted to. I believe there are times when we should resort to corporal punishment. I am not an advocate of it under all circumstances. Certainly the teacher who has to inflict much corporal punishment is a weak teacher. It should be the last resort. I have met with but one instance in my personal experience as a teacher, where I felt I could not get along without it. It was a boy that had been under five or six other teachers without having learned to respect authority. It was open defiance of authority—impudence. (I am sorry to say from observation as supervisor of boys that a good many so-called cases of impudence in school start with the teacher, who frequently makes some unkind, sarcastic, keen, cutting remark that will draw out a reply from any boy who is worth anything.) I saw that the defiant boy would not do as I told him, and that the influence his conduct exerted on the other pupils was threatening to ruin my whole class. Knowing the necessity of prompt action, I said to my unruly rebel: "You have openly disobeyed and shown your absolute lack of respect for any kind of reasonable authority and I am now going to give you a good, sound flogging." And straightway I punished him in a way he remembered the rest of his school career. I never had reason to change my mind on this case. Even the boy himself has never told me that it was wrong. One thing is certain: it settled the boy and also the others who might otherwise have followed his leadership. I have now not a better friend in Pittsburg than this boy. I am satisfied that I did just

what he reasonably had a right to expect I would do under the circumstances.

The thought that corporal punishment should never be used grows out of the wrong idea that corporal punishment is the most cruel thing there is. I would prefer a flogging for an impudent boy rather than have his soul wounded by some sarcastic, cutting remark that would stay with him forever. A boy can forgive a flogging, but cannot forgive a teacher who is cruelly sarcastic. If we could only remember the great fact that common courtesy lies at the back of the right kind of school discipline! and yet how often we hear (or see) a cutting remark from a teacher to a little child, that the teacher would not dare to apply to one of his equals in size on the street. Indeed, every pupil has a right to expect that a teacher shall be a gentleman or a lady at all times and in all places.

But since corporal punishment is now prohibited in the school with which I am connected, we have to apply other remedies. In some way we must teach boys and girls to respect rightful authority.

In making rules, do not go into a room and write a rule on the blackboard like a king, but act in such a tactful, friendly way as to lead the pupils to range themselves on friendly terms with you. Ninety per cent. of boys and girls like to do the right thing. They will respect and abide by any rule that may be made for their own good. Don't say, "You must do this or that thing under the penalty of severe punishment." Rules made under a threat are very obnoxious, and tend to breed mischief rather than remedy it.

Rules and requirements should be just and reasonable in themselves; and this should, if possible, be made apparent to the pupil. There are, I am sorry to say, some teachers who never condescend to reason with their

pupils. Obedience should be required, not because the pupil must submit to the teacher, but rather because the principle of right or propriety demands it. Obedience to a principle, and not to a man, should be the rule. The pupils take great pride in bowing to a principle which their consciences commend to them. To gain this end, the teacher must be in himself respectful.

Great care should be taken that punishments never have the spirit of revenge, nor rewards of partiality. Due consideration should be given to circumstances and influences and, above all, the motives which prompt the act should be known. Firmness is necessary to successful government. Excitement and vacillation are evident signs of weakness. The teacher must be strict without showing any spirit of revenge or partiality.

Do not, on account of some silly, sentimental notion, let yourself be driven out of the schoolroom by some big, impudent boy who calls for some show of authority occasionally. Do you say, Expel him? No, I beg you, don't expel that kind of a boy; to do so is the very easiest thing you can do. That would be a confession of your weakness as well as your incompetency. What would become of the boy in such an event? He would feel he had defied authority; he would meet with some other difficulty and again he would defy authority; and some time he might come up against the strong arm of the law of the State when he would have to respect authority too late. We should not crush the will and energy of the pupil, but direct them in proper channels.

Every pupil has a right to expect that a right foundation should be laid in everything. The teacher should appreciate the importance of this fact, for the pupil's future will be decided, in a large measure, by the plan mapped out and followed up by the teacher. One of the chief aims of our school should be the inculcating of

The recitation must not be made a mere machine that goes by rule. It should be so conducted as to test both the preparation and understanding of the pupil. Too many of our pupils memorize their lessons without comprehending them, and most of their work in recitations is parrot-like work, pure and simple. Thus a very bad habit is established, and if not broken soon enough, it will ruin the pupil's mental development. Another pernicious thing is the idea a pupil may have that he can deceive you, and that he can come into your room without preparation, for it leads him into the belief that he can go out into the world and deceive people into thinking that he has knowledge when he has it not. That is a serious matter, and each pupil has a right to expect that these things shall receive proper attention at the beginning; hence the need of constant vigilance.

B. R. ALLABOUGH,

Instructor in the Western Pennsylvania

Institution, Edgewood Park, Pennsylvania.

[TO BE CONTINUED.]

THE PUPILS.

"WE feel the thing we ought to be beating beneath the thing we are."

Has it not come to you over and over--that thought? And sometimes--often--as I watch the pupils, it comes to me and will come, to remind me that I forget; that the pupils, too, have their own ideals--not only ideals for themselves, but ideals for us.

Have you not watched them at the beginning of the year, the beginning of the month, week, day, all enthu-

siasm; their eyes alight with that elusive gleam of "what ought to be;" their hearts astir with the impulse that, continued, encouraged, might have wrought the ideal indeed?

Have you not seen the crushing, spiritless apathy of the "thing they are" shroud away that dawning vision long before the day, the week, the month, the year was at an end? We have all watched it come and go in these pupils of ours.

We have watched and wondered, perhaps, why they fail to be this better thing; why we fail to help them.

"The thing they ought to be!" If we could but remember that it does indeed "beat beneath the thing they are!" I wonder whether they would know we were remembering and whether that knowledge would help.

Sometimes, looking over a class reflectively, have you not watched some hopeless laggard struggling at a task too hard, and met his look haunted by its dim realization of the immensity of the gulf beating him back from what he "ought to be?" Yes, they all have their ideals, "Even as you and I," in the days when we knew the joy of fashioning out dream-shapes of what we some day would be.

And when you look back, does it not seem to you, if you be but honest, that your ideal was—not to be rated as the brilliant student in the class; only just to be liked by your friends a little; above all to be admired, respected, liked by your teacher?

A low motive to spur one on, perhaps.

Yet it is seen here among the pupils so often.

And is it because we forget or ignore that ideal of attracting friends and pleasing teachers that our pupils do not always grow to the best that is in them?

They come into succeeding classes every autumn, showing us their best side. We all know that. It is a subject of rather cynical retrospect—unexpressed, yet

A thought that often occurs regarding the pupils is their strange lack of responsibility. We watch them go through the successive classes, waiting for them to assume a graver, more responsible air. Do they? Visit a home where a deaf child lives and note how the family circle hesitate about intrusting to him any weighty responsibility; see how much is done *for* him. There is a volatile essence to their characters, a something that keeps them always child-like.

Is it because too much forethought is taken for them, or is it because they are thrown too much to spiritual association with children only for nine months each year?

One watches successive graduating classes, handsome boys, pretty girls, close to the age of men, women; yet even their senior year is distinguished by an odd lack of repose of manner conducive to intrusting them with responsibilities. We dread their unaided efforts in an unsheltering world.

When we hear soon after of graduates marrying and assuming household cares, we recall, incongruously, two irresponsible young creatures scarce more than children. Even after a lapse of several years, when one meets these couples, that singular lack of responsibility seems still to linger vaguely.

Most of all is this child-like character shown in their pleasures. There is something refreshing in the zest with which our pupils enter into their pleasures. Not all, perhaps. There are those who will not play; those whose lot in life seems always to be that of lingering out in the cold, repelling the very companionship they need pitiaibly. But, as a rule, it takes but little to make pleasure for the pupils.

Just a little planning; just a few new ideas, for novelty is the spice of their life. Some new idea will dart like a beam of sunshine through the whole school. Some new

way of phrasing an oft-repeated, humdrum thought; some insight into an event with which the world is ringing, if but for a day; and lo! they are all enthusiasm—real, unspoiled enthusiasm.

I remember years ago when I had a large, mixed class, scarcely above second and third grades in mental attainments, but old in years, I told my class each day the events of the Spanish War as they unfolded from day to day, bringing in the flaming newspaper headlines, the vivid pictures. I was well ridiculed by a good many teachers for trying to tell in the simplest of simple language the thrilling stories of the poor Cubans, the Maine, Dewey and his big brave ships. Yet to this day those pupils, scattered among sixth, seventh, eighth, and ninth grades, still recall those stories.

Classic stories, "Lalla Rookh," "Ben Hur," "Otto, of the Silver Hand," "The Prince and the Pauper," "Little Lord Fauntleroy," "Huckleberry Finn," I wonder if we fully realize what intense pleasures we give them by at least trying to tell such tales; by the lending of a favorite newspaper; or by a graphic summary of some complex world event.

The simplicity of their pleasures is matched by the primitiveness of their pain.

Who of us takes the time to scan each face in the critical first hour, and be subsequently guided by these traces of unspoken troubles? They suffer from slights of which we have no conception. The sensitiveness of the deaf is proverbial. How often I have reproached myself for severity which I certainly should have tempered had I known the rankling inner trouble that prompted a resentful, willful manner in school! A hasty criticism; fancied ridicule; the defalcation of a bosom friend; a loss of some cherished possession; what do we know of the real troubles our pupils bring all unnoted into our schoolrooms?

No more, perchance, than they know of our own **secret** griefs.

But how can we know how often we fail to reach their standards for us, and so add to their reticent griefs? We, too, have distractions, reserves, that call away from them our real selves.

When we fail in accuracy the whole canopy **threatens** to topple.

The other day a pupil asked me whether a **certain** article, a cherished ornament, was silver or nickel. Out of unthinking politeness I said "Silver," and walked on. Then, not knowing I saw the colloquy, a second pupil said to a third one, "*Now*, I told you so!" But the third one stoutly maintained that the other boys said it was not silver, in spite of his teacher's statement. Horror, pity, censure struggled for rebuking expression on the face of this stanch little supporter of his teacher's infallibility. With a big accusing questioning crook of one vehement finger he said, "Do you believe a teacher or a deaf boy? Which? Choose!" Evidently this was a poser, for the doubting Thomas surrendered ignominiously. As I watched, it came over me, What lofty standards they have raised for us! A teacher! It means so pitifully little—in some ways; so much, so immeasurably much in others.

I never was more impressed with the pupils' rigid criticism of us than on a memorable day a number of years ago when I was a chastened witness to a scene that I have since heard has more than once taken place with undiminished vividness.

I had just come into the large public parlor in the old building and happening to glance into the other parlor I saw a group of girls sitting in that attitude of rapt, amused attention one unconsciously assumes at a good play. They were watching one of their number imitate certain glaringly characteristic mannerisms, carriage,

attitudes, gestures of different teachers, the crowd being called on to guess what teacher each imitation portrayed. The absurd perfection of the mimicry was ludicrous; and there I saw us all, one by one, caricatured with merciless accuracy. I was so fascinated that I forgot the duty demanded by my dignity as a teacher.

Suddenly the group of spectators called by name for an imitation of some one not yet presented. The saucy mimic stopped in puzzled reflection and gave the most unconscious compliment I ever heard. It was,—“She has nothing to caricature.”

Often, when I have recalled that scene, I have wondered what, had they not seen me and blushing scuttled away, what awkward mannerism of my own I should have beheld in all meekness. And I think it has helped me try to be less ungraceful, knowing that the friendly sharpness of a hundred pair of eyes wait to note and half-pityingly criticise my pet mannerisms, my unconsciously grotesque contortions in signing.

Their most unconscious and precious praise is an absence of criticism. Their highest tribute is to say that a teacher never tells their sacred confidences, but can keep a secret. Their most subtle flattery is dressing their hair *your way*; wearing clothes *your way*. Their compliments are refreshingly frank and frequent; too often they take the form of comparisons. The limit of their most sincere commendation is to hand you a little note with a voluntary request for pardon or advice; or to write you during the summer.

Who shall say what their friendship means? For how many of us call them really “friends?” The relation of pupil and teacher is all too paramount, overshadowing that elusive friendliness that reaches out tentatively and withdraws reluctantly because *we* are too busy, too absorbed, perhaps too disinclined to note that in friendship we might yet call out “the thing they ought to be.”

Through friendship might even be revealed to us the code that governs this little world of theirs—a code that shuts out one and welcomes another into that delightful free-masonry that somehow makes of the deaf a clan bound by school ties of almost fraternal strength. What is this code that prompts them to a wholesome childlike zest in pleasure, yet brings to them so often an unchildlike distrust; makes them generous to a fault, yet allows them to forget to be grateful; leads them to foster a strange restlessness to get out into the world too soon, yet allows them to lead a lotos-like existence here, knowing little, caring less for the rush of great events in that world they are so eager to meet?

One wonders often what crude forms this code of theirs assumes; we so soon forget what our own was at that age. And above all one wonders what part we (not as teachers, but as friends and guides), have taken in shaping the code that shackles them to the “thing they are,” yet might, perchance, draw them on to “the thing they ought to be, beating beneath the thing they are.”

LAURA MACDILL,
*Instructor in the Iowa School,
Council Bluffs, Iowa.*

MEETING OF THE GERMAN OTOLOGICAL SOCIETY, 1905.

At the meeting of the German Otological Society held at Homburg, June 9 and 10, 1905, the principal subject of discussion was the education of hard-of-hearing children. The discussion aroused much interest among teachers of the deaf in Germany, especially on account of Professor

Passow's criticism of the German method of instruction and his advocacy of the sign language.

The first speaker, Dr. HARTMANN, of Berlin, said that from his own observations and those of other investigators in all sorts of schools it was evident that hard-of-hearing cases among school children are much more frequent than is generally supposed. He divided such cases into curables and incurables. For the former professional treatment by specialists is necessary and the degree of hearing power should therefore be included in the medical examination of school children.

Although a slight impairment of the power of hearing does not prevent pupils from following the course of instruction satisfactorily, it is impossible for them to do so when they cannot hear ordinary speech at a distance of more than two meters, or whispering at a distance of more than one meter. Under such circumstances the closest attention cannot make up for the defective hearing.

These pupils are often misjudged, they do not progress in their studies, they fall behind in their standing, they are sometimes regarded as feeble-minded. Then if they are transferred to the auxiliary schools, they still make no progress, and they finally enter into life unprepared for its duties. For these hard-of-hearing children special schools should be established in which they may receive instruction adapted to their needs. In Berlin such classes have already been established and they give satisfactory results. The number of pupils in a class must naturally be small, as is also the case in schools for the deaf.

The proportion of hard-of-hearing children in the community is so great that any city containing as many as 100,000 inhabitants ought to maintain such a school. In schools in the smaller towns, also, and in the country, special attention should be paid to the hard-of-hearing

child. He should be given a seat close to the teacher; he should have as seat-mate an intelligent fellow pupil who should repeat in his ear what he does not understand; and the teacher by private instruction should endeavor to make up for what is lost from the work in the classroom.

The second speaker, Privy Councillor Professor Dr. Passow, of Berlin, discussed the instruction of hard-of-hearing persons in schools for the deaf. He thought the term "hearing instruction," was preferable to "aural instruction" or "auricular instruction," since the aim of such instruction is no longer the improvement of the physical power of hearing, but the imparting of education. This instruction should not be limited to certain hours outside of the regular course, nor should pupils of different grades be brought together in the same class, as is now the practice in most schools for the deaf where hearing instruction is attempted. Special schools for the partly deaf should be established, as has been done with excellent results at Heidelberg. With these pupils, results in speech would be attained which are not possible with the totally deaf.

Such a separation of the partly and totally deaf pupils would also be of advantage to the latter, for under the method at present prevailing in Germany the results are not satisfactory. "It is a lamentable fact," continued Dr. Passow, "that the great majority of the totally deaf, very soon after they leave school, throw overboard the speech which their instructors have taught them with infinite pains and labor, because they can neither make themselves understood nor understand what others say to them. They then have recourse to the sign language, for with most deaf-mutes their speech is less intelligible than their signs, and their intercourse with hearing people as well as with one another is carried on much more easily by gestures than by speech.

"For the restoration of the sign language to the schools the deaf themselves are making a desperate fight; their congresses constantly pass resolutions in favor of it. They do not desire that oral instruction should be abandoned but they advocate a combination of manual and oral methods. They claim that the minds of deaf children can be developed much more rapidly when the teacher uses the sign language. I am of the same opinion. It would be much better if the teacher instead of condemning and opposing the sign language, would use it in his instruction. In that way he would make the acquisition of speech easier and the pupils would remember better what they are taught.

"One important result the deaf have already accomplished. Their religious services in Berlin and in several of the Prussian provinces are conducted not only orally but also in signs. The government admits the necessity of this; it should also enable every deaf-mute to understand the sign language. That this may be done a uniform sign language must be taught in the schools.

"At present in every school for the deaf a special sign language peculiar to that school grows up among the pupils. Although it is true that the deaf from different schools soon come to understand one another's signs, it would be far better if more uniformity were introduced into the language. Among the deaf this would be received with rejoicing. No objections to the sign language will ever come from the deaf themselves.

"But even if the sign language should not be used as a means of instruction, one of their demands, the reason for which is perfectly obvious, should be granted unconditionally. Every teacher of the deaf ought to master the sign language of his pupils. A teacher who undertakes to teach the deaf without understanding the language in which his pupils converse stands before them in a helpless condition, unable to govern them properly.

"I beg you, my colleagues, following my suggestions, to test the value of the sign language. It will be extremely important for the welfare of the deaf if your observations agree with mine and if you accede to the opinions to which in the course of years I have come. It may be objected that we otologists are meddling with what does not concern us. But as it is the right and duty of the physician, when a limb is lost, to see that the best substitute possible is provided, so it is our right and duty as otologists to work for the best possible substitute for hearing and speech in the case of the deaf.

"My declarations will arouse at first a storm of anger among the teachers of the deaf. But this storm will subside. The teachers will even feel greater satisfaction in their work when they see that oral instruction together with the sign language produces better results than the exclusive use of the oral method.

"How far this combination is to be carried experience must determine.

"Personally I am convinced that deaf-mute instruction in Germany must undergo a transformation and that this transformation is inevitable. The totally deaf must be taught by means of the sign language and speech; the partly deaf, on the contrary, must be wholly separated from the totally deaf and must be taught by hearing and speech."

Professor Dr. KUMMEL, of Heidelberg, expressed himself as entirely in agreement with Professor Passow. There should be special schools for the hard-of-hearing, and the sign language should be used in the primary schools and schools for the backward deaf.

Mr. KÜHLING, an instructor in the Weissenfels Institution for the Deaf, defended the German method of instruction.

"Its purpose in teaching is, through, and for speech is to

free the deaf-mute from his isolation in the hearing world. By the sign language this result can not be attained, for if it were further developed as a means of intercourse, hearing people would not understand it and the great majority of them would not be willing to take the trouble to learn it.

"The entire exclusion of the natural sign language from the institution is not possible for the reason that it is the only means of communicating with the little children when they enter school. But at present it is not employed as a means of instruction, and as the pupil advances in speech it must gradually be discarded as a means of communication between teacher and pupil.

"That the results of instruction are so unsatisfactory no one laments more than the teacher of the deaf; the fault, however, lies not in the method of instruction but in the defect of deafness itself and the inferior mental development of the deaf child as compared with the hearing child. That the use of the sign language would produce better results is very doubtful, for the language is suitable only for the expression of concrete, not abstract ideas, and its employment in connection with speech hinders the ready acquisition of speech and speech reading.

"The introduction of the sign language, moreover, would be a step backwards into the era of the century before the last and the beginning of the last century. The course of progress in the instruction of the deaf has been through the sign language into speech, and has proceeded chiefly from Germany, so that the oral method is also known as the German method. This method has now spread triumphantly through all countries, even where the sign language formerly prevailed. Before the members of the Society make up their minds on this

manufacture of its ice, etc., would all interest the children. Do the children know of the elegance and luxury of travelling across the country in a Pullman sleeper? Tell them of the mode of travel in foreign lands—in China, Japan, India, etc., and if possible, have pictures to illustrate this lesson.

There may be many things which have happened in the teacher's life, which may seem trivial to her, but probably might be worked into a geography lesson in such a way as to please and instruct the children. Illustrate, compare, and connect anything of interest with this study. Encourage them to tell of their experiences and travels or those of a friend.

When the subject is mountains, there is a fine chance for attractive lessons. The mountain railways, not only in this country, but across the water—in Switzerland, for instance—are full of attractive possibilities. The climbing of the peaks and glaciers by people, the methods provided for their safety, etc., might also be presented. If the teacher happens to know, in this case also, some one who has actually visited these localities and participated in mountain climbing, it would be profitable and entertaining to have him visit the school and speak to the children personally. Drawings on the board are always helpful, but don't let the same ones stay there for too long a time.

Such subjects as mines, coral polyps, etc., offer chances for pictorial object lessons.

Guessing games are pleasant diversions. These games neatly printed upon cards are obtainable at stores where educational supplies are sold. Rivers, lakes, mountains, animals, cities, etc., are all printed in this form. After playing these games a few times, the children learn the answers, so that much information may be gained in this way. The teacher may originate questions and the

wall; or the text-book opened for recitation. This should be sufficient warning that the geography lessons are "dry"—that something is needed to bring that interested, delighted brightness to the child's eyes. Isn't it a delightful sensation to look over a class of expectant faces, where every child is waiting anxiously for any interesting information you may give, and where, if you ask a question, *every* one is anxious to answer it? And isn't it delightful, too, when the child's mind is full of questions on the subject? Of course this delightful atmosphere has, to a certain extent, to be cultivated, but isn't it worth striving for? It is such a satisfaction to the teacher at the end of a recitation to feel that her lesson was a success, and to note that the pupils were really sorry when it was over.

Let us think of some of the simple ways and means to make the lessons attractive. All children are fond of pictures. Charts may be made a source of delight in the schoolroom. I mean the kind of charts which are fairly alive with suggestive and interesting information. When the children are studying a certain country or city, show them a chart for that particular city or country, with pictures upon it of the principal buildings, rulers, inhabitants, products, etc. Let the chart corresponding to the country being studied be hung upon the wall, so that its pictures will be associated with the country and information imbibed unconsciously. Take pains not to hang the chart too high. Some time try the experiment of placing your face on a level with the children's; look up from that position at the pictures on the wall and you will be surprised to see how high—from the children's point of view—they are hung.

Make the most of all your material. Study to use it to the best advantage. The charts, maps, globes, etc., should glow with interest, because they are associated with pleasant memories, and are full of delightful possi-

THE INFLUENCE OF THE ORGAN OF HEARING ON THE SOUL LIFE OF THE HUMAN BEING.*

THE question which lot is sadder, that of the blind or of the deaf, has been the subject of much controversy. Though it is not my intention to discuss this question at great length I cannot refrain from expressing my thoughts upon the subject in considering the above topic.

That there has been much dispute on this point I can readily understand, since we often come in contact with such unfortunates, unconsciously place ourselves in their position, and meditate upon which of these infirmities we should choose were we to become afflicted. In this imagining ourselves in their position lies the source of the difference of opinion, as in these discussions the point is not which evil is the greater but which is the more dreadful for the person in question. The objective measure of the loss of one of our senses could only be obtained if, taking data, one could determine the degree of the calamity of each blind and each deaf person and from this ascertain the respective averages.

The error lies in the objectifying of the subjective view. For the same reason that there can be no discussion as to tastes, one person can hardly decide what makes a deeper impression on another.

The value of the eye and the ear varies greatly with different people. The unrestrained vigor of youth will require the eye more than the ear; the boy who has been accustomed to playing out-of-doors would no doubt with great alacrity sacrifice his hearing to regain his sight.

*Translated by PAUL LANGE, Delavan, Wisconsin, from the *Deutsche Revue* for November, 1904, vol. xxxi, No. 2.

The art of the painter depends on his vision; with his eyesight he loses his art, his profession, his happiness. How important on the other hand is the ear to the musician! What a world would be lost to him with the loss of his hearing!

Here the former possession of the lost sense is assumed, for a comparison presupposes a knowledge of the things one compares. The conditions are different, however, when it comes to cases where one of these senses has been lacking since birth; for one can speak from experience alone. The person born blind or deaf knows nothing of the beauties which the eye and ear respectively can offer him; he is therefore less likely to bewail his fate. While the adventitiously deaf person is generally distrustful, frequently withdraws from society which no longer affords him pleasure, and becomes morose and peevish, the congenitally deaf person knows only through the information of others and his own conclusions that something which others can enjoy is withheld from him and he determines to acquire this supposed something. Only the helplessness in which he finds himself in this endeavor makes him sad at times. There is still another circumstance which may irritate him; he sees. He sees how others find pleasure in something of which he has no conception, he sees that his fellow beings are unable to communicate with him alone, he sees—the contrast. That all this does not please him is readily perceived.

With the person born blind, conditions are different. He does not realize the extent of his affliction; he must live in his own world and will generally become quite contented. Being unable to see, there is not that strong contrast which bears so heavily upon the deaf person. Besides, most people pity the blind more than the deaf, possibly because their helplessness is more apparent, and for that reason will strive to make life more pleasant for them.

It is therefore not so paradoxical if one believes that there are more happy congenitally blind persons than happy congenitally deaf. And yet it is a mistake to assert that the former have a happier disposition than the latter.

As aurist of the Lower Austrian Institution for the Deaf, I have come in contact with many deaf-mutes and my intercourse with them has afforded many a glance into their soul life.

I well remember my first visit to the Institution. The children who saw me visibly drew back, though they had no idea who I was. Had they regarded me as a physician, one might ascribe their timidity to the fear which most children connect with the term "physician," as "doctor" and "torturer" are nearly identical with them. Several boys had been playing in the yard, but as soon as they saw me their play and their cheerfulness suddenly ceased.

In the course of a few examinations I became acquainted with all of the pupils, even if only slightly. They knew who I was, that I took an interest in them; they saw how I tried to communicate with them; that it did not vex me when I had to repeat words which they did not understand; they recognized that I was in sympathy with them. Confidence slowly won the upper hand; where they had formerly regarded me with shy glances when I first came to them, they now became more trustful, ran to meet me as soon as they saw me, greeted me from afar with such a joyful face as one only observes in the warmest friends, and kept on playing when I passed by, waving their hands at me in their games—something I had never noticed with other children.

In this connection I must state that my presence among them did not always pass so painlessly. I performed bloody operations on forty of the hundred and fifty chil-

dren. Notwithstanding this I could see that the friendship which they entertained for me had not been disturbed in the least with any of those operated upon.

This conduct of the children was highly interesting to me psychologically. When they saw me for the first time, they regarded me as a person not belonging to their circle; an understanding was not to be expected. By experience, partly instinctive, they may have felt that a stranger did not comprehend them. On the other hand they may have found that their speech often reaped sneers and derision from strangers, certainly not very warm-hearted persons. No wonder that they strive to avoid these.

Later, when I frequently appeared among them, they felt that I belonged to them, and showed no restraint, either conscious or unconscious. They really learned to like me, for when I appear among them to-day or when I leave them I am often surrounded by many little hands that wish to shake mine.

Thus I could frequently observe them during their idle hours; happily and often even boisterously they pass their time. Their conduct and disposition differ but little from that of normal children. As soon as a strange element appears in their circle, their disposition suddenly changes. I might really assert that the deaf are imbued with a certain spirit of clannishness, which indeed only nature created.

Of course not all children are alike, but there is also a difference among normal children. Much is due to their bringing up. Most of them are taken from the loving care of the mother. Petted, spoiled children you seldom find here; tender gentleness of disposition is not to be expected in these circles. In their seventh year they leave their parental home for the institution where they are to pass their childhood years. But here there must be strict discipline; in their own interest it could not be

otherwise. At home they could never be offered what they enjoy in the institution among their kind; they must make their home among strangers. That such conditions should have their influence on the soul life of the children is not surprising, yet there is not such a vast difference.

Not only deafness but even defective hearing has a powerful influence on the disposition. As soon as a certain degree of it is reached, there occur almost typical incidents in the soul of the persons afflicted. In the beginning they strive to conceal their infirmity as much as possible; questions which are not understood are answered evasively or guessed at. Seldom do they in this first stage ask for a repetition of words or sentences, for defective hearing is regarded as something shameful. They are still ashamed that they cannot hear well. While people with normal hearing, when they fail to understand something, are not backward in asking to have it repeated,—for people with perfect hearing sometimes fail to hear or misunderstand something, owing to the indistinct pronunciation of the speaker,—the person with defective hearing will in the beginning avoid everything tending to disclose his infirmity and will act as though he understood everything. There may be two reasons for such conduct; in the first place such a person still considers himself a member of society and therefore strives to avoid everything that he thinks might tend to isolate him; and in the second place he feels guilty, for even if somebody occasionally speaks so indistinctly that a person with normal hearing is hardly able to hear him, the person with defective hearing attributes this inability to understand readily to his own infirmity.

The second stage comes with increased deafness; it is characterized by ill-humor. The person afflicted finds himself unable to fulfill his previous social duties. Associa-

tion with persons of limited acquaintance is restricted; theatres and concerts are avoided since he must continually pay close attention, which is very fatiguing, and even then much is lost to the ear; many a thing that formerly afforded pleasure is now disregarded in the belief that he does not hear it. He withdraws more and more from public life and thus comes into the third stage.

This is the stage of distrust; most of what is spoken before such people is lost to them. They imagine and make themselves believe that people intentionally speak lower than usual because they are saying something about them that they should not hear. In their opinion everything that is said is about them; if it were something agreeable they certainly would speak loud enough for all, therefore also those about whom they are speaking, to hear it. The latter fail to hear it, so it must be something derogatory. It never occurs to these persons that one may sometimes make indifferent remarks and that it is a strain to speak continuously in a loud tone of voice.

Their distrust now stimulates them to pay closer attention. Strict attention is indeed often able partly to make up for deficient hearing in the same way as real diligence often makes up for lack of talent. But now comes the climax! One has by this time become unaccustomed to paying close attention long. Through the discontent of the second period one has permitted many things to pass by unnoticed and has got out of practice.

If a person for years does not speak a foreign language which he has studied, he forgets a great deal of it; at least the fluency of expression will suffer greatly. In the same manner the brain channels which cause thought concentration are not as vigorous after a long period of inattention as during their regular use.

Such people with defective hearing are therefore on one

hand unable to pay the necessary attention for a long period of time, while on the other hand they do not listen with as much effort.

I will continue the comparison with a foreign tongue. If a person has not yet mastered it or has for a long time had no opportunity to speak it, he is perhaps able to understand every word of a sentence if spoken slowly, while he would be unable to understand even a syllable if spoken rapidly. The reason for this is to be found merely in lack of practice in this language and in listlessness. One must not imagine that there is only one single nerve channel in our brain which serves to direct our attention. In reality there are innumerable such channels which direct the attention for every single brain action, as for the taste, for music, for speech, etc. For this reason we can devote our attention to only one thing at a time. If we call some one inattentive, we do not mean that he does not pay attention, but that he does not give attention to what he should.

The hard-of-hearing of the third stage therefore occasionally rouse themselves to more intensive attention and then accomplish wonders in hearing from time to time. But they become fatigued very rapidly and, if they strive again to accomplish as much after such an effort, their strength fails them. Should this play frequently recur with crushing negative results, they give up all further effort and thus enter into the stage of resignation.

In this fourth stage these battle-worn unfortunates declare themselves deaf and make no effort to comprehend through the ear,—in so far they have become more resigned. Their manner of life is regulated accordingly; writing now plays the most important part. But while the more resigned live wholly to themselves and hardly bother those about them, the opposite is the case with those having a social inclination; they want to know

everything that is being said around them. Important matters and trivial things, long stories and brief remarks, all have to be repeated to them, and a mere repetition of the substance of what is said does not suffice; they want it repeated verbatim. In this way they really become a bother, not so much to the world as to their family or rather some one member of the family, one of the nearest relatives generally sacrificing himself by acting as interpreter. It is fortunate indeed that love and pity for the person afflicted generally do not allow him to notice what great sacrifice is demanded.

This might answer for a brief description of the four progressive stages of deafness. In the description there could only be a general sketch, there being periods of transition and individual differences. Besides the loss of hearing, the subjective sensations of hearing play an important part in the life of the person. Among these we understand all such sensations of hearing as have not really been caused by sound waves. Thus the terminations of the auditory nerves may be roused by some pathological irritation acting upon them—sometimes in a manner similar to that of an additional sound—by which the conditions of sound-perception are given. This irritation may be due to purely mechanical causes; pressure on the drum by ear wax for instance, rarefaction of air in the cavity of the ear-drum, etc., through which the turning inwards of the chain of ear-bones results, which again exerts an increased pressure against the inner ear and thus causes an irritation of the organ of Corti. Further causes are irritants which act on the nervous system (as the use of quinine, etc.). Reflex actions also play a great part in the formation of the subjective sensations of hearing; thus, for instance, some persons always have ringing in the ears with acute pain in the stomach, as

merely a case of error of judgment of imaginative persons. Sometimes too there may occur cases of passing mental disturbances. After physical but especially after mental overexertion, I have often imagined I heard calls or voices.

In hallucinations of hearing we therefore have to deal chiefly with exaggerations. Hysterical persons act in a corresponding manner under varying conditions; a terrible vision may there create the most dreadful hysterics simply because these persons permit this similar incident to recur with them, if possible, in more glaring colors and in more dreadful manner. Pressure on the stomach may cause the most excruciating pain, a small swelling of the wind-pipe choking spells, and the like. No picture of disease appears to them of itself without any cause whatever. The hysterics are simply a magnifying glass of really existing anomalies mostly insignificant. For this reason, however, such persons suffer not less than if there were an objective justification for their affliction, and they are truly ill—but for the most part not in the place where they imagine it.

That hallucinations of hearing may also be ascribed to existing anomalies of the organ of hearing is demonstrated by many observations of cases where the hallucinations ceased to exist when the ailments were cured. Thus such cures have been repeatedly observed after the removal of an accumulation of ear-wax, after operations, etc. There are indeed many cases where the physician's art proves of no avail, but in such cases the existence of the hallucination must be ascribed to the disease of the ear rather than the mental state. These unfortunates deserve our greatest sympathy, for their actions and thoughts depend wholly on their ailment, which sometimes completely unnerves them.

The influence which the ear exerts on the mental visions not only affects the diminished or lost functional

capacity but also diseases of the different parts of the organ of hearing. Thus sometimes irritations of the organ of hearing may produce psychic disturbances, confusion of thought having frequently occurred by a foreign body being lodged against the ear-drum. In a case of my father's, a professor at a university was obliged to discontinue his lectures, as he sometimes in the midst of his discourse did not know what he wanted to say. By the removal of an accumulation of wax in both of his ears the patient soon recovered from his affliction and from that moment could continue his lectures at the university. A remarkable increase of mental activity was noticeable in a boy after the removal of twenty-eight stones from the aural passage. In a case of inflammation of the aural passage there appeared with the disease delirium and a mania of being pursued, cerebral disturbances which wholly disappeared after the passing away of the inflammation. With some persons the mere touch of certain parts of the aural passage may cause severe hysterics.

With diseases of the inner ear more frequently than with the outer ear there occur psychic conditions, especially prepossession, inability to concentrate thought, abatement of memory, change of mood and character, even fits of lunacy. In this connection I should like to cite briefly several instances. Once when the polypus in the middle ear of a very mild-mannered young man was touched by a probe, he suddenly jumped from his chair and took an aggressive position with clenched fists and wide-open eyes without saying a word. After a few seconds he quietly sat down again without a recollection of the occurrence. Another otherwise healthy and robust man suffering with chronic catarrh of the ear-drum was occasionally troubled with roaring of the ears and coincidental headaches; during an attack of the kind the patient

grew so irritable that he begged his wife not to tell him anything unpleasant and to send the children away, as he was not responsible for anything during such an attack. At other times the patient always had a quiet disposition. Local treatment relieved him of these disturbances. A young man of very quiet and goodnatured disposition suffered with a chronic abscess of the cavity of the drum which discharged from time to time. One or two days before a heavier discharge of puss, there appeared a sensation of painful pressure in the ear and an irritability which sometimes developed into regular bursts of rage. With increased suppuration the quiet state of mind returned.

It is not surprising that these phenomena, in ignorance of the existing basic affliction, are sometimes called independent brain diseases instead of "reflex-psychoses," as these mental conditions must really be regarded. Thus I observed a case in which the patient apparently had epileptic fits and had been treated for years for epilepsy; the discovery of a carious process in the middle ear with the subsequent operation brought about a complete cure in every way. Another interesting phenomenon occurred in this case: the patient after his cure recognized that his power of perception had increased remarkably; he felt himself freer in his thinking than ever before; the sluggishness and dullness of his former power of thought he first realized through the attainment of greater mental activity.

From the eustachian tube, too, influences can be exerted on the brain activity. Thus repeatedly cases have been observed where by the probing of the eustachian tube somnolence of several hours duration would occur. The blowing in of air into the eustachian tube on the other hand would have a stimulating effect; thus fainting spells often end immediately after such action.

Besides the pathological changes in the auditory organ previously mentioned, excitations of hearing can also have a reflex influence on the central nervous system, chiefly with hysterical persons. Thus sound impressions sometimes actually have a hypnotic effect, the pitch playing an important part. It sometimes happens that the hypnotic influence only occurs with a certain sound of the tuning-fork; indeed it has happened that the sound of the tuning-fork has caused hypnotism when applied on one side, while causing awakening from hypnotism when applied on the other side. With another patient maniacal fits were cured by loud tones.

Now since mental activity may be influenced by the ear, an influence in the opposite direction—psychical influence on the ear—may also occur. Overhearing of words, even whole expressions, during a state of great mental excitement is known. The excitement may go so far that one does not know that anything at all was said, the glaring light in which the irritating object lies before the person in question letting everything that does not stand in the closest connection with it pass into the shadow of non-observance.

With an abnormal mental condition there frequently really occur wrong interpretations of noises, sounds, and words. Here it is especially anxiety and fear. A wonderful classical instance we find in Goethe's "Erl-King"; "My father, my father, and dost thou not hear what the Erl-King is whispering in my ear?"—"Fear nothing, fear nothing, my darling boy; the winds with the withering branches toy." The murmuring rustling of the wind-blown leaves in the woods has created in the mind of the bewildered child the conception of words; indeed even more; of words with a definite meaning which have moreover been spoken to him. This ballad has not sprung from the mere imagination; it is drawn directly

from life; but this vision arises from an excited imagination. Children and other individuals with weak nerves suffer from this; therefore their fear of being alone in a dark place. The more the real vanishes, the more the imaginary appears. Indefinite noises become significant sounds and hazy light-pictures assume fixed forms. In the frightened imagination of such a being, the optical phantoms play a similar, only more frequent and anguishing part.

There is, besides, the influence which the mental affections have on the subjective sensations of hearing. Quite frequently, for instance, ringing of the ears occurs only during excitement, while it wholly passes away when the excitement subsides. With persons suffering from continuous subjective sensations of hearing, mental excitement is almost always followed by the intensification of these, but great mental activity also frequently causes an aggravation of their affliction, a sign that with increased activity of the nervous elements of the brain there is generally also a greater irritation of the nerves which affect the subjective sensations of hearing.

Now since the mental conditions very frequently cause a vaso-motor irritation—that is, they have an influence on the filling of the blood-vessels, which gives expression, for instance, to a feeling of shame, of anger, of fright, etc., it is conceivable that a change may occur in the circulation of blood in the ear which will manifest itself in some way or other. Here we might cite as an example the sensation of thumping in the ear, which is caused by hearing the rhythmical contractions of the blood-filled arteries. There might also be added certain hemorrhages of the ear, which occur occasionally during such mental affections,—as for instance the bursting of the wall of a blood-vessel lying near the surface of a diseased ear through its sudden overfilling.

Various threads are thus spun between the organ of hearing and the central nervous system; these threads we call the nerves. They not only provide the way from the ear to the brain but back again also; only in the latter case there are other nerves. While the former possess a centripetal power of motion, transmitting the occurrences of the periphery of our body to the brain, and are therefore termed sensory or afferent nerves, the latter in centrifugal fashion transmit the occurrences of the central nervous system to the periphery and constitute the so-called motory nerves. The two processes find their point of union in the channels of the brain. Briefly to describe the process, the irritation caused in the periphery is transmitted in the sensory channel to its centre in the brain; from here eventually in the channels of the brain to the centre of the motor channel in the brain; whence results the release of the motion in the periphery through the motory channel. In the majority of the cases here described, however, there is no overleaping of an irritation from the sensory to the motory channel, but to other sensory centres. Since these again are connected with one another and with other centres, there arises through their reciprocal influence what we call a mental state, soul life.

ERNST URBANTSCHITSCH,
Vienna, Austria.

they are sometimes called, or methodical hearing exercises.

A boy of five had been declared deaf and sent to school to receive speech-training, lip-reading, and a general education.

His progress was rapid and very satisfactory in these directions, details of which are beyond the limits of this paper; it is necessary, however, to state explicitly that I in no way substitute aural instruction for oral training, but supplement the latter with the former. The record shows that this child apparently had no perception of sound, as he did not notice the most intense noises made in close proximity to his ear. This seemed almost a hopeless case as far as aural work was concerned, unless there existed latent hearing which could be aroused. For this purpose daily ten-minute exercises were given with bells, whistles, clapping of hands, and other loud noises; these exercises were given regularly for about six weeks when the child began to show an interest in them, turning his head in the direction from whence they came. Thus the fact was established that some hearing existed, and with sound perception as a basis the instructor felt confident of accomplishing more.

Next a differentiation of sound was worked for, and this took a much shorter period. Differences in pitch were recognized. These were followed with vowel sounds beginning with *ah*, *oo*, and *e* spoken directly into the ear. As soon as these seemed fixed they were combined with simple consonants forming words, as for instance, p-a p-a making papa. In all the early work the sense of sight was allowed to aid the hearing. For instance a bell was sounded and the hands clapped so that the child could see them; they were then sounded behind him and he was asked to distinguish between them. The same method was continued with vowel sounds, syllables, and words.

The hearing exercises were given daily, the time being gradually increased to fifteen minutes. In about a year twenty-five words were learned. Of course there were days when no progress was made; other days, when the child seemed totally deaf because he would not or could not concentrate himself sufficiently to interpret the acoustic impressions received. However, constant repetition and patience on both sides had the effect of greatly reducing these checks to advancement.

As the child's hearing vocabulary increased the work became easier and more rapid for teacher and pupil. Short sentences were the next step, and to witness his delight when he could finally hear and understand, "I love Papa," "I love Mamma," formed the true compensation of his teacher's patience.

With the child's progress the distance in space between him and his teacher was increased. It was also insisted that the child take the new words and sentences entirely through the hearing unaided by the sight. Here a very interesting phenomenon occurred, showing the difference between perception and conception of sound. I had given the child a new sentence, "I have one nose." He repeated it correctly, but when asked the meaning of what he was saying he looked abashed, and after repeating "I have one nose" over and over again, he shook his head. Having read the sentence innumerable times from the lips in the past his inability to connect what he heard with what he had already learned was very interesting. After numerous repetitions on the teacher's and pupil's part he was permitted to read the lips, and great was his surprise at having heard, but not understood, a perfectly familiar sentence.

This little boy, after two years of instruction, can take a simple story through his hearing. It has called for great patience on the part of the teacher and on the part of

that it is hard of hearing, many months of labor would be spared to both teacher and pupil.

It is an important and interesting fact that the hearing exercises can be beneficially used with cases of acquired deafness and with adults as well as children. Dr. Urbantschitsch reports remarkable success with such cases, the ages of his pupils varying from eight to thirty. Dr. Max Goldstein of St. Louis also gives some interesting data of his work, many of his cases being above the age of sixteen.

Various devices have been invented from time to time to aid the hearing, and at the present time there are several instruments to be had which, if perfected, would be of great assistance in large institutions where classes are large and time is limited. The value of these instruments as against the voice direct into the ear has still to be determined. They have certainly been of value in calling the attention of instructors of the deaf to the number of semi-deaf pupils in their institutions who could be benefited by hearing exercises properly applied.

And now, to return to my original question, is the time—that is the cost—expended in developing hearing warranted? Many of my readers may consider the question largely answered by the foregoing; it is only necessary to point out the benefits to be derived from even a small amount of hearing.

A child who has developed only a perception of sound differs in its mentality from one who has no idea what hearing is. How much greater must be the intellectual difference where word and sentence hearing have been reached. Should the child progress no further than the hearing of short sentences, his attitude towards the world must be different from that of the totally deaf child. "I can hear," "I am not deaf," has been the proud remark of many of my little charges who had been rescued from absolute hearing oblivion. Again the improvement in

hearing exerts its most direct influence on articulation and on the voice. Articulative errors are more rapidly overcome. The harshness of voice commonly found in the deaf can be materially improved and speech made more natural by the proper accentuation of syllables.

On the other hand, where considerable hearing exists this must be constantly exercised to maintain its highest efficiency, otherwise it will greatly deteriorate until quite useless for intercourse with the world.

Teachers of the deaf are striving to make the deaf as much as possible like the hearing, in speech, in education and environment. Then why should the factor, which more than anything else would conduce to diminish the difference between the deaf and the hearing, be neglected or receive but an insignificant place in the school curriculum?

For the same reason that we have amended the Spartan laws, and instead of destroying our deficient children, give them the very best an enlightened age has provided for the amelioration of their earthly lot, deaf children should receive all the benefits that science has put at our disposal, including a careful development of the hearing.

A. RENO MARGULIES,

*Principal of the Reno Margulies School,
534 West 187th Street, New York.*

ECHOES OF THE MORGANTON CONVENTION.*

THERE are echoes and echoes, resounding with more or less force to all who attended the Convention at Morganton last July, and each recalls memories of days pleasantly

*Read at the Round-Table Meeting of the Special Educational Section of Wisconsin Teachers, held at Milwaukee, December 28, 1905.

and profitably spent. As one stops to listen to these various echoes, and sees again the grand scenery and the interesting southern sights; thinks of acquaintances renewed and of others made; hears again the well-prepared papers read; and delights once more in the enjoyable social affairs and the charming hospitality of Mr. and Mrs. Goodwin and the teachers of the North Carolina School—certainly one cannot regret having gone. Most of you directly interested, who did not attend the Convention, have read the various reports of all this, as well as the papers themselves, so I shall not enter into detail here.

The suggestion was that I dwell more upon one certain echo and try to make you all hear it and, incidentally, understand it more thoroughly. It is, fortunately, the one that resounds with the greatest force to me, the initial sound of which aroused in me the greatest enthusiasm. It had also the largest and most animated share of the discussion.

“The Possibilities of Oral Chapel Exercises for the Deaf” is what paved the way for opinions both from those who upheld and from those who opposed the exclusive use of the oral method. It was interesting to note that of the several deaf persons present who had shared the advantages of this method, not one believed it to be the best. And there were some good lip-readers among them, too.

Circumstances, however, have placed me in a position different from that of most other deaf people, for I had, until entering Gallaudet College, no familiarity whatever with signs. My learning them so late in life enables me to judge fairly of their value.

I have heard teachers in combined-system schools say they wished that for the first two or three years, at least, children could be kept from all knowledge of signs—until some foundation had been laid in language. Of that

plan I most emphatically disapprove. I can remember how pitifully anything by way of pantomime appealed to me when I was a child. I had some language and have always spoken, but I did not have hearing enough to learn through it. The consequence was I thought mostly in gestures—in signs—and for the very reason that I was not given signs, my growth, mentally, was stunted.

I am not afraid to assert that of two average classes of beginners, one taught exclusively by the oral method and the other by the combined system, the latter will have grown three times as much after the first year, and it will have every bit as much in the way of language. Make explanations in signs; ask questions (this before written, spoken, or spelled questions could possibly be understood); let the class, with perfect freedom as to gestures, give you their ideas and tell you of their perplexities and of their wants. Not any of this did I have and my language did not begin to make up for what I thereby lost, to say nothing of the happiness denied me. I have had, during my two years as a teacher, children who have been pronounced hopeless by oral teachers, and not one of these has failed to enjoy and to answer questions on Red Riding Hood and other stories to which deaf children, as well as those who can hear, have a right. Those taught exclusively by the oral method have to wait until they have language enough to get all this from reading or from the lips, and that is invariably later than they should have it. I did not then understand nor enjoy them as my duller pupils do after once I have told the stories in signs. In this way, being given new ideas and having their interest and imagination aroused, children will have all the more to express in language when they get it.

Oral schools, especially the day-schools, believe it a good plan to place their pupils, when possible, in schools

for the hearing. That is the way I was educated and I would give a great deal had it not been so. It will take years to make up the deficiencies that manual spelling and signs, in the right places, would have avoided.

Take a child, so educated, the six or seven years he is in the elementary grades; what a small share he has in the real life of the school and how little he can profit by that share! I shall never forget the first time I took part in public exercises. It was my second year in school and for weeks I had been drilled on my "piece." I did not know when I was to speak, but was promptly informed by nudges and glances which started me towards the platform. I had my say, but I got practically nothing of what others did. Most of us realize very soon that there are peculiarities and impediments in our speech and for that reason we are the more reluctant to speak before strangers. This knowledge dawned upon me with such force two or three years after that I refused all share in that part of school life. Even the novelty of my position, and the praise and petting that consequently followed, were not inducements to further effort.

Aside from the recitations, then, how much these children lose, even though they have front seats, as I always did! I had, until four or five years ago, a positive dislike for anything savoring of history, and I believe much of it resulted from not having had my interest aroused by talks and stories along that line. Even children in oral schools get far less of this and of Bible stories than do those in combined-system schools. Fancy a literary programme carried out orally by the deaf before an audience of deaf people! What of a debate? The orally taught know very little of such work and its attendant pleasures and benefits.

Only those so educated have any idea of the embarrassments and heartaches that are involved—embarrassments

and heartaches no child should be allowed to bear,—all of which a few gestures would avoid. Apropos of the embarrassment, did it ever occur to you that this very thing fosters falsehood? I cannot recall how often I said I understood just to turn away attention. And, when old enough to do it, I spent hours afterwards trying to find something that would fit in with the little I had caught—something that seemed to be what I had said I understood.

I was, during this time, a fairly good lip-reader, so was as well prepared as the majority of the deaf to battle with such life. Of my seven teachers there was but one whose lips I had much trouble to read, when directly addressed. But it was the explanations, the recitations, and what was given the class, or classes, together, of which I lost almost all. I would not take anything in the world for my ability to speak and to read the lips, nor would I deny a single child the advantage of oral instruction from the beginning, when possible, but I know there is a line beyond which lip-reading is of no practical value, and here manual spelling and signs are the only resort.

After going through the grammar grades, I refused to attend any but a school for the deaf and, in order to prepare for Gallaudet College, I went to the Institution at Jacksonville, Illinois. But even there I was forbidden signs. During all this time I had never heard a lecture, a sermon, or a prayer.

Upon entering college I had an idea signs were something to be avoided and also that they were a very hard "something" to learn, but after the first year I began in earnest and veritably the world became brighter and there seemed to me ever so much more in it. But it has been during the two years since my graduation, the two years spent in Delavan, that I have learned to value signs for all they are worth. There is a hearing teacher there

who has a perfect command of the language and who, as an interpreter, is unexcelled. It was through her interpretation that I got my first sermon, my first lecture, my first prayer, and I have been getting them ever since and can truthfully say that in two years I have learned more of a broadening nature, through those hated signs, than I learned in all my life before through lip-reading.

It is true that I have at times caught a little here and there from the platform and the pulpit, but even when the speaker's lips are easy to read, how long do you suppose normal eyes can stand the strain? Some of the best lip-readers I have met have told me they never go to church and they have been surprised that I do, but they have been still more surprised and disappointed that I would condescend to hear a sermon through signs when I am fortunate enough to have an interpreter. What a pitiful state of prejudice! Deprived by their Creator of hearing they refuse to take advantage of a beautiful means of aid that the same Creator has given them. They prefer instead to remain narrow, unhappy, and with limited resources.

Not a day passes that I do not have cause to feel heartily thankful that I can speak and read the lips well enough to take my place in a way with hearing people. I have always done it and am far happier and better off for so doing, but while I find most people thoughtful and considerate, no one of them can possibly do for me, nor help me in certain ways, as can a hearing person with a command of signs.

Surely my opinion has been made plain and surely it cannot be said that I oppose in the least oralism as far as it can go, nor that I favor signs, to a great extent, in the schoolroom. It provokes me to hear people speak of "sign classes." We have none. They are manual classes, and in these classes manual spelling and writing correspond

to speech and lip-reading in oral classes. That should be the only difference between the two. I use signs simply in the way I have herein advocated their use and mine is not a "sign class" nor does any teacher teach by signs.

Did you ever stop to think that those who favor the exclusive use of the oral method are nearly all hearing people? (I do not say, mind you, that all hearing people favor it). Do you think they can fully realize what they are doing? They are striving, in the best way they know, for our good, and I honor and respect them for their efforts, but they will agree that the problem of educating the deaf should include not only their education mentally and morally, but their happiness. Now suppose there were two solutions to the problem, one including and the other excluding their happiness, could any sane person knowingly choose the latter? That is exactly the state of affairs. These two solutions are a fact. The first is the combined system, including the oral method, manual spelling, and signs, and the latter is the exclusive use of the oral method.

Verily, deafness is an affliction that places its victims under difficulties that only those who have been through it all can understand, so one who has no idea of these difficulties is not in a position to realize their meaning, much less to dictate wholly how they shall be overcome. Who, then, are the capable ones? Should not the voice of the unprejudiced deaf protesting against the exclusive use of the oral method be heard and be given some consideration? None of you can now deny that it should. But remember that there are constantly being added the voices of hearing people too, and I sincerely hope that the time is not far off when all interested in the deaf will be brought to see that the combined system is the only solution to the problem of educating the deaf.

EDITH M. FITZGERALD,
*Instructor in the Wisconsin School,
Delavan, Wisconsin.*

THE ROUND-TABLE MEETING OF THE SPECIAL
EDUCATIONAL SECTION OF THE WISCONSIN
TEACHERS' ASSOCIATION, DECEMBER 28, 1905.

The Special Educational Section of the Wisconsin Teachers' Association met at the Milwaukee Normal School Gymnasium, December 28, 1905, at 2 P. M. with Mr. C. R. SHOWALTER, formerly Superintendent of the Wisconsin School for the Blind, in the chair.

There were present a large number of teachers of the Wisconsin day-schools for the deaf, officers and teachers of the various State schools of special education, and others interested in the work.

The first paper on the programme was one on "The Education of the Feeble-Minded" by Mr. C. W. WILMARTH, Superintendent of the School for the Feeble-Minded at Chippewa Falls. In his paper Mr. Wilmarth devoted himself chiefly to the improvable feeble-minded child. He stated that the retarded development, if quite general in extent, may be mistaken for imbecility. The former and less frequent condition can be remedied, while the latter can only be modified for the better, but never entirely cured. "An imbecile is an imbecile for life, he will never learn as much as a normal child nor will his will power ever develop to the same extent."

Bodily defects of various kinds frequently found in the feeble-minded hinder possible progress and should be remedied.

Genuine imbecility being due to an organic weakness in the brain, we can never hope to create a normal brain in the imbecile.

In the education of the feeble-minded it must be the teacher's first aim to secure and retain the child's attention, the attractive plays and colored objects of the kindergarten being invaluable in this connection. Frequent change of occupation is necessary. Calisthenics are essential since they serve to increase the general activity of the brain, to concentrate the attention, and to strengthen the will power. Sloyd work is valuable because it teaches the pupil accuracy of movement, which the imbecile generally lacks.

If the child can be taught reading, writing, a little geography and arithmetic, the limit is generally reached, although the so-called moral imbecile may make the progress of the ordinary school child, using his knowledge however to increase his capacity for mischief. The moral imbecile should therefore spend more time in manual training and be taught the simpler occupations.

In conclusion Mr. Wilmarth advocated a plan of segregating imbeciles in an institution, giving them such liberties as judicious parents would allow their immature children.

He would carefully grade them into groups of the same intelligence and habits and teach them to raise their own food and to make their own clothing.

Discharged, they are a constant menace since they may marry persons of their own grade of intelligence, filling the State school with their children and going to almshouses themselves when no longer able to support themselves.

Dr. MARY D. POGUE, of the Oak Leigh Educational Sanitarium of Lake Geneva, Wisconsin, a private school for the treatment and instruction of mentally deficient children, followed with a paper on the possibilities of educating this class of the afflicted. She said that our State institutions for the care and treatment of the mentally deficient are greatly handicapped by their inability to

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give individual training and instruction, while our public schools have so far been unable to do more than to put backward children in an ungraded room. In a private school on the other hand there can be absolute control of environment, diet, hours of rest, work, and play, and the associates of each child can be made valuable factors in their development.

Since the mental processes have a physical origin, the child's physical condition should be the object of solicitude on the part of the teacher. His nutrition should not only provide for maintenance and growth but for repair as well. He needs more hours of rest than normal children, while the quality of the air he breathes and the food he eats should be good, a moderate amount of nitrogenous food being essential. Proper elimination through the lungs, skin, kidneys, and intestinal tract is quite as efficacious in improving the mentality as nutrition.

His education must first proceed with motor and sensory training since by training the muscular system we are educating the mind. Such training stimulates not only the voluntary muscular system and organs of special sense but, in the higher mental functions, inhibition, attention, concentration, mental initiative, memory, and the forming of general conceptions. The kindergarten, aside from its motor and sensory training, puts the child in a social relation with his fellows, while music, physical culture, domestic science, and all kinds of hand work and industry have their place in the training of mentally deficient children.

In a paper on the "Education of Incurables", Mr. A. J. HUTTON, Superintendent of the State Industrial School for Boys at Waukesha, made a plea for a kinder sentiment on the part of good society towards the reform school boy.

In their education he said that special effort should be made to train them to talk and write well and to instill a taste for reading.

Miss EDITH FITZGERALD's paper on "Echoes from the Morganton Meeting," which is published in full in the present number of the *Annals*, was read by Mr. E. W. WALKER, Superintendent of the Wisconsin School for the Deaf.

Mr. F. M. JACK, Superintendent of Schools of Sparta, Wisconsin, in his paper on "What do the Day-Schools for the Deaf of Wisconsin Stand For and What They Are Doing," said that the increasing popularity of the day-school system in Wisconsin, as demonstrated by the steady increase in attendance in recent years, seems to emphasize the feasibility and wisdom of the plan of decentralization by making them a part of the public school system.

Of the 271 pupils now in attendance 85 per cent, whose average age is $10\frac{1}{2}$ years, live at home, while the remainder board at places selected by the parents and teachers of the pupils.

He contended that the rules and regulations of an institution cramp the activities of the children and narrow the horizon of life's relations, duties, associations, and possibilities. He considered the daily discussions of family affairs in the home of inestimable value in the training of the child. He thought that the day-school pupil learned lessons in domestic and social economy which he could not learn in an institution and that the day-school pupil was better satisfied with his environment after leaving school.

In discussing the question, "What do the Day-Schools for the Deaf Stand For and What Are They Doing"? Mr. LEVERENZ, Superintendent of Schools, Sheboygan, Wisconsin, said that the lives of former pupils of the day-schools, who are now successfully making their way among the hearing, speak for their work, and that one ought rather ask "What are they not doing?" He regarded the day-schools as a necessity since they reached a class of deaf who could otherwise not be induced to come to school.

No further discussion was permitted on account of the length of the programme. Mr. E. W. WALKER, Superintendent of the State School for the Deaf at Delavan, gave his views on what he thought "The Ideal System of the Education of the Deaf" at the general session of the Association the day previous. As the paper is one of general interest to the profession, several extracts are here given.

"Judgment is frequently set aside by sentiment in dealing with the deaf. Every parent of a deaf child who learns of deaf men who have graduated from Harvard, or who hears some deaf person talk with distinctness, feels that his child has potentialities for the same achievement. He does not know that in almost every such case the person is only hard of hearing, or that he once possessed hearing. Dr. Crouter, of Mt. Airy, the foremost champion of the oral method to-day, reports that only a fortunate few of orally taught pupils can ever read lips well enough to attend schools with the hearing."

"Many parents believe that if their children learn signs they will lose their power of speech and lip-reading and also their command of idiomatic English. But neither of these beliefs is true. I heard Dr. Crouter say in public that his orally taught pupils who went to Gallaudet College where signs are used come back with speech much improved. The assumption that a knowledge of signs weakens one's use of English reverses all our educational notions. We have always supposed that a knowledge of other languages strengthens our use of English. We teach Latin, German, etc. for this very purpose. It is true that deaf children use unusual expressions in their composition but this is not due to their use of signs. It is due to their deafness because of which they do not hear the countless repetitions of English idioms."

"Under our present day-school law many abuses arise. These, however, should not lead us to condemn the whole

system. The abuses are not due to the system in itself, nor to the teachers; they are due rather to the peculiar feature of the law which gives State aid to day-schools by the payment of \$150 per annum per pupil. This opens up many avenues of 'honest graft' and substitutes a financial for an educational judgment in determining the educational plan for each child. This can be remedied by paying so much per teacher instead of so much per pupil, just as we do for all public school teachers."

"Again, the day-schools and State school should form one system. Young pupils living near enough to the day-schools so they may be at home should attend these schools. When, because of the small number of classmates, or because of a natural craving for larger possibilities and associations and broader opportunities, or because of the need of industrial training in some trade, or when the home surroundings and influences are not good; when any or all of these conditions exist, then he should be sent by the day-school teacher to the State school for higher academic and for industrial training. The day-school teacher should take the same pride in sending a pupil on to the State school that a high-school teacher takes in sending a pupil to college. Neither should she nor the Board of Education be financially penalized for so doing. It is in this regard that the present law is faulty."

"With the day-schools supported for the younger children who can be at home and the State school for the older children and for the younger children who do not live in a day school center; with the support given in such a way that the deaf are not 'farmed', and with the union of the two systems under one head, Wisconsin will have the ideal system for the education of the deaf."

PAUL LANGE,
*Instructor in the Wisconsin School,
Delavan, Wisconsin.*

NOTICES OF PUBLICATIONS.

BOUDIN, DUPUIS, LEGRAND, LIOT. *Le Français par l'usage. Enseignement Synthétique de la langue aux sourds-muets. Premier livre.* [French through Practice. Synthetic language teaching for the deaf. First book.] Paris: F. Nathan. 1906. 12mo, pp. 204. Price, 39 cents.

The four joint authors of this book are instructors in the National Institution at Paris. Their aim is to teach French as it is spoken rather than the French of literature, and to teach it directly and synthetically rather than by the processes of analysis or grammar. Their method is the "colloquial," "conversational," "natural," intuitive, "maternal" method, which under various names has been fully discussed in former volumes of the *Annals*. The subjects of conversation in this book, however, are not left at all to haphazard, but are carefully chosen with regard to the needs of the pupil. The material consists of sentences which it is expected the pupil will have occasion to use in his daily intercourse with his teachers, his fellow pupils, and all who surround him. The sentences are short and simple, but simplicity is not sought at the expense of idiom. The language is unstilted and unartificial, the ordinary language of every-day life.

The book is divided into two parts, "My first sentences" and "My first lessons." "My first sentences" begin with the schoolroom and its affairs, as (first lesson), "Come in"; "Good morning, sir"; "Good morning, Peter"; "Go to your places"; "Sit down"; (second lesson) "Peter, do not run"; "Julius, you are walking badly"; "Raise your feet"; "Sir, Peter is pushing me"; "Peter, stop that"; (third lesson) "There is a slate"; "Say, Thank you"; "Thank you, sir"; "Have you a pencil?" "Yes, sir." "I have no ruler," etc., etc.

These "first sentences" relate not only to the schoolroom

but to all the phases of institution life in which the young pupil is likely to take part; they also tend to prepare him to some extent for intercourse with his friends at home. It is intended that the conversations shall be carried on entirely by means of speech and lip-reading, and, as far as possible, in the presence of the circumstances to which the lessons refer. They extend from the pupil's first entrance to school, as above shown, to his return home for vacation.

The second and larger part of the book, "My first lessons," follows the same general line of subjects as "My first sentences:" but treats them with more fullness and freedom. For instance, at the outset of the "first lessons" we have this conversation, amplifying the "first sentences" above quoted: "Good morning, Mr. B." "Good morning, children." "Arrange yourselves in order." "Come in." "Louis, you are walking badly." "Do not drag your feet." "Go to your places." "Sit down." "Who came in last?" "Julius." "Julius, go and shut the door." "Whose cap is that?" "Mine." "You must not hang it on the window." "Where is Paul? I don't see him." "He stayed in the yard; he is coming directly." "And where is John?" "I don't know; perhaps in the tailor-shop."

On every lesson there are several subsidiary lessons. On this first lesson, for instance, we have (1) "When we arrive at the schoolroom, the teacher says, 'Good morning, —'; 'Arrange yourselves in —'; 'Paul, don't drag your —'; 'Go to your —', etc., etc. (2) "When we arrive at the schoolroom the teacher asks, 'Who came in —?' 'Whose cap —?' 'Where is —?' etc. (3) "When we arrive at the schoolroom the teacher says, 'Where is Paul? I don't see him.' I answer: 'He stayed in the yard'; 'He is in the tailor-shop'; 'He is in the laundry'; 'He is in the shoe-shop'; 'He is in the infirmary'; 'He is in the parlor'; 'He has gone out,' etc. (4) "You are in the schoolroom. The teacher tells you to shut: the door—the window—the register—the damper—the

but that the cat runs faster than they do.—30. Tell your father that you have seen a mouse under the bed, that he must call the cat to catch it.”

The book contains 186 exercises similar to the above, and thus supplies a large amount of conversation concerning the pictures. Incidentally considerable information is conveyed and good lessons in health, manners, and morals are inculcated.

FERRERI, G. *L'Educazione dei Sordomuti in Italia. Notizie storiche, statistiche, e bibliografiche. Seconda edizione.* [The Education of the Deaf in Italy. Historical, statistical, and bibliographical notes. Second edition]. Rome. 1905. 8vo, pp. 95.

The first edition of this work was prepared in 1893 for the World's Congress of Instructors of the Deaf at Chicago. It was published at Siena in that year and an English translation of part of it may be found in the Proceedings of the World's Congress at Chicago. The present edition brings the statistics and other information down to the year 1905. It shows considerable progress in Italian schools during the last twelve years “in the face,” Mr. Ferreri says, “and perhaps even in spite of the inertia of the authorities with respect to the education of the deaf.” In 1893 there were 1900 deaf pupils in forty-five schools in Italy; in 1905 there were 2557 pupils in forty-nine schools. The very full bibliography in the present edition also shows many Italian publications relating to the deaf since 1893. The most important of these are Mr. Ferreri's own valuable contributions, consisting both of original treatises and of translations from other languages.

KOREN, JOHN. *Benevolent Institutions, 1904. Special Report of the Bureau of the Census, Department of Commerce and Labor.* Washington: Government Printing Office. 1904. 4to, pp. 335.

We regret that the United States Census authorities have thought fit, in compiling this special report, to group schools

for the deaf and the blind with orphanages, nurseries, hospitals, dispensaries, and "homes" of various kinds. This is better, however, than grouping the deaf and the blind with lunatics, paupers, and criminals, as was done by the Census Bureau in 1880.

Mr. Koren, the expert special agent who conducted the inquiry concerning "Benevolent Institutions" and who writes the preface, realizes that his classification is not quite right. He admits that "the question may be raised" whether many of the institutions for the blind and the deaf should not be regarded as educational rather than benevolent institutions. "Such of them as are conducted under state supervision [as the great majority of them are] form a link in the public school system and should not, it is held, be grouped along with institutions whose inmates subsist on public or private bounty." He recognizes, too, that "the primary object of the institutions is to provide an education and not a charity." Again, "The pupils or inmates are recipients of a benevolence not extended to the more fortunate members of society; this, however, is not equivalent to declaring them objects of charity". But he includes these schools in the list of benevolent institutions because they afford free maintenance as well as education and because, in his opinion, their omission would render the volume incomplete for reference.

Schools which do not at the same time provide a residence for the pupils, as the day-schools for the deaf, are not included.

As the schools for the deaf, the schools for the blind, the homes for the blind, and the homes for the aged and infirm deaf are all combined in one sub-group of "Schools and Homes for the Deaf and Blind," the tables showing the total number of "inmates," expenses, ratio and population, etc. for this sub-group have not much more interest for us than the tables for the whole group of "Benevolent Institutions." We note, however, that the total expenditure for the deaf and the blind in all these institutions in the year 1903 was \$3,523,683. As the "homes" are few and small in com-

parison with the schools, the greater part of this large sum was really expended for the education of the deaf and the blind. Probably the expenses of the day-schools which are not included would almost counterbalance that of the "homes." So we may safely say that, taking the year 1903 as a criterion, the United States spends annually more than three and a half millions for the education of its deaf and blind youth.

There is one table showing with respect to each individual institution the manner of its supervision and maintenance, the special class cared for, the specific object of the institution, the year when founded, the number of "inmates" (pupils) on January 1, 1904, the number admitted during 1904, the number remaining December 31, 1904, the number of paid employees, the amount of annual subsidy from public funds, the income from pay "inmates," and the total cost of maintenance in 1903. The information contained in this table is valuable and if the statistics of each class, as for instance of the schools for the deaf, were grouped and summed up by themselves, the results would be interesting.

MANGIONI, FRANÇOIS. Jules Ferreri et La Pédagogie anormale italienne [Giulio Ferreri and Abnormal Pedagogy in Italy]. Florence. 1905. 8vo, pp. 32.

In this pamphlet Mr. Mangioni, Director of the National Institution for the Deaf at Florence, Italy, gives an analysis of Mr. Ferreri's numerous contributions to the education of the deaf and a glowing eulogy of the man and his work. Incidentally he recommends that Mr. Ferreri be appointed instructor in abnormal pedagogy in the new Normal School at Rome, a recommendation in which the *Annals* heartily joins.

REPORTS OF SCHOOLS. (published in 1905): Clarke, Columbia, Fredericia (Denmark), Genoa (Italy), Groningen (Netherlands), Hamburg (Germany), Horace Mann, Kentucky, Lyons (France), Mackay, Maryland, Mississippi, Rotterdam, (Netherlands), Texas Venersborg (Sweden), Waratah (New South Wales).

SCHOOL ITEMS.

California Institution.—In January and February Dr. Wilkinson visited eastern schools for the deaf. He has been a teacher of the deaf for nearly half a century and has placed his school in the first rank; but he is now, as ever, eager to study the methods of other schools and to adopt whatever he finds in them that is good.

Colorado School.—Miss Martha B. Rogers, formerly of the North Dakota School, has been appointed a teacher for the remainder of the year.

Columbia Institution.—The present year is the fiftieth anniversary of their work as teachers of the deaf for both President Gallaudet and Mr. Denison. Dr. Gallaudet began teaching in the American School at Hartford in 1856 and Mr. Denison in the Michigan School in the same year. In 1857 Dr. Gallaudet was appointed Superintendent of this Institution and Mr. Denison the first teacher. When the College was established in 1864 the office of Superintendent was merged in that of President and in 1870 Mr. Denison was appointed Principal of the Primary Department, called the **Kendall** School. President Gallaudet's term of office as Superintendent and President has been longer than that of any other superintendent of a school for the deaf in the United States, and as President probably longer than that of any other college president. He and Mr. Denison were both very young when they entered upon the work of teaching the deaf, neither of them has reached the psalmist's limit of threescore and ten, and we hope they both have many years of active service yet to render.

Georgia School.—Mr. Connor has had a leave of absence on account of illness since December 12. He has been regaining his health in Florida.

Illinois School.—The dairy barns, together with some hay

and live stock, were destroyed by fire January 30. Fortunately the dairy herd, consisting of forty-two fine Jerseys and Holsteins, escaped. The cause of the fire is not known. The loss is about \$10,000 with no insurance.

Institution for Improved Instruction, New York.—Miss Edith M. Buell, Miss Julia M. Connery, and Miss Edith M. Nesbitt have been appointed Supervising Teachers of the Advanced, Intermediate, and Primary Grades. Miss Margaret Marshall, twenty-three years a teacher, has resigned on account of ill health.

Kentucky School.—Mrs. Menafee has resigned her position as teacher and is succeeded by Miss Mary Bell, formerly a teacher in this School, but more recently in the Alabama School.

Minnesota School.—The main central building has been named "Mott Hall" in recognition of the part taken by Hon. R. A. Mott in founding the School and carrying it on successfully for forty years. Judge Mott was one of the original commissioners appointed to establish the School in 1863 and he served as director almost continually from that time until 1903.

Mr. Tate's health is much improved, but the Board of Directors thought best to extend his leave of absence and he has been spending some time at Coronado Beach, California. During his absence Mr. J. L. Smith has continued to fill the office of Acting Superintendent.

Mississippi Institution.—The Institution has recently published a pamphlet of 64 16mo. pages containing the course of study, the by-laws and rules of the Board of Trustees and of the Superintendent, and other announcements. Its motto is "Do it now and do it right."

In December last the new building, described in the November number of the *Annals*, was occupied. In February there was a reception, at which the members of the legislature and other guests were present.

New York Institution.—After a serious attack of pneumonia complicated with catarrhal jaundice, which began in November and continued through December, during which period his life was almost despaired of for several days, Mr. Currier was able in January to avail himself of a three months' leave of absence granted him by the Board of Directors. He is recuperating at Redlands, California.

Ohio Institution.—Mrs Lida O'Harra Mansur, a teacher in this school since 1884 and for the past eight years supervising teacher of speech, died February 7, 1906. "Keen-minded and ambitious, she took advantage of every opportunity to qualify herself for her work. She filled her position with ability and success, working hard and faithfully and securing the best results."

Oregon School.—Mr. Clarke has resigned the superintendency to become Superintendent of the Washington State School and is succeeded by Mr. Edward S. Tillinghast, late a teacher in the Washington State School. Mrs. Tillinghast is appointed Matron.

Tennessee School.—Mr. Frank O. Huffman has resigned his position as teacher to become secretary-treasury of a manufacturing company in North Carolina. He is succeeded temporarily by Miss Rosa R. Harris, formerly of the Maryland School and of this School.

Washington State School.—Mr. James Watson has retired from the office of Superintendent after eighteen years of faithful service. He is succeeded by Mr. Thomas P. Clarke, late Superintendent of the Oregon School. Mrs. Clarke is appointed a teacher. Mr. and Mrs. Tillinghast have gone to the Oregon School, as above mentioned.

Wisconsin School.—The officers and teachers of this School are included under the civil service law passed by the legislature last year. The commission is now at work on the rules. At the December meeting of the Teacher's Association, Mr. Walker announced that the present corps of teachers

were not required to pass an examination and would hold their positions without formal reappointment during good conduct and as long as efficient. Examinations will be required of new teachers and officers.

MISCELLANEOUS.

Mr. Nitchie's "Lessons in Lip Reading."—In connection with Miss Fish's review of Mr. Nitchie's "Lessons in Lip-Reading" in the last number of the *Annals* the mailing price of the book was given as \$1.06. Mr. Nitchie now offers to send it for a limited time to teachers of the deaf, postpaid, for 86 cents; to Great Britain 3s. 7d.

The Report of the Morganton Meeting of the Convention.—The complete report of the proceedings of the Seventeenth Meeting of the Convention of American Instructors of the Deaf, held at Morganton last July, is now in the hands of the printer. Bound copies of the report will be sent free to all present members of the Convention. Any non-member desiring the report may obtain it by sending name and address, with two dollars, to Professor Percival Hall, Kendall Green, Washington, D. C. The names of such non-members thus applying for the report as are eligible for membership will then be placed on the roll for 1906, and will be kept on thereafter on payment of the regular annual dues of one dollar.

The American Association to Promote the Teaching of Speech.—At a meeting of the Directors held January 5, 1906, Dr. Alexander Graham Bell presented to the Association the Washington residence of his father, the late Professor Alexander Melville Bell, which is situated near the Volta Bureau, together with some stocks and bonds, aggregating \$75,000 in value. He expressed the wish that this gift, which is a

memorial to his honored father, should be devoted largely to the work of training teachers of speech and to the perpetuation of the system of "Visible Speech" of which his father was the inventor. The gift was accepted by the Board with appropriate resolutions and a committee was appointed to carry its terms into effect.

It was voted that next summer the General Secretary should remove his office, with the publication office of the *Association Review*, from Philadelphia to Washington.

Summer Courses for Adult Deaf.—Mr. Anders Hansen, of the Nyborg, Denmark, Institution, writes as follows in the *Revue Générale* for January, 1906, concerning the summer courses for adult deaf that have been carried on for several years in the Royal Institution at Fredericia, Denmark:

"The courses for adults are given every two years alternately for males and females. Last summer fifteen young women from seventeen to thirty-two years of age took part. Everything is supplied free of charge, including tuition, board and lodging, and even travelling expenses.

"The course lasts for only three weeks; it must therefore be regarded not so much as a regular supplementary course of instruction as an excellent opportunity for the teachers to exercise a salutary influence upon these young people who have little experience of the happy side of life.

"The deaf of both sexes seem to appreciate the instruction given, for they are assiduous in their attendance every year.

"The subjects taught this year were language, arithmetic, sociology, physics, hygiene, and physical culture.

"The teachers remark with interest from one year to another the considerable progress made by the pupils in speech and speech-reading during the longer or shorter time that they have passed in the society of hearing and speaking people. On the other hand experience seems to show that in subjects of a more scholastic character, as arithmetic, geography,

Superintendent of the Institution. It is of importance that all contemplating attending the Meeting make application for accommodations to Dr. Burt at an early date. Arrangements may be made with Dr. Burt for the entertainment of pupils whose presence at the Meeting may be desired for class or illustrative purposes.

All persons wishing to present papers or subjects for discussion should communicate with the Chairman of the Committee on Programme, Dr. A. L. E. Crouter, Mt. Airy, Philadelphia, before May 15, when it is expected the programme will be made up. It is proposed that the programme shall be so arranged as to leave the afternoons at the disposition of the Local Committee, who will provide recreation and entertainment for the members in the form of excursions to points of interest and visits to some of the great manufactories which abound in and about Pittsburgh.

At the business meeting of the Association there will be elected five Directors to serve three years in place of the retiring Directors whose terms expire in 1906, viz., Alexander Graham Bell, Mrs. Gardiner G. Hubbard, A. L. E. Crouter, Mary McCowen, and J. W. Blattner. Attention of members who wish to make nominations for Directors is called to Article V, Section 2, of the Constitution, which reads as follows: "Nominations for the office of Director shall be made in writing, and placed in the hands of both the President and the Secretary, at least one month prior to the date of election, and no person not so nominated shall be eligible to the office of Director."

The hope is entertained that all members of the Association, and all friends interested in the education and elevation of the deaf, may make it a point to attend this Summer Meeting of the Association, which promises to be one of unusual interest.

(Signed) A. L. E. CROUTER,

President of the Association,

Mt. Airy, Philadelphia.

Z. F. WESTERVELT,

Secretary, School for the Deaf,

Rochester, N. Y.

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RELIGIOUS EDUCATION IN INSTITUTIONS.

THERE is an old saying: "Religion and Repetition are the soul of Education."

Perhaps, to the sense of our grandparents, the "Religion" thus recommended meant the Catechism and the Creed; the "Repetition" had in mind was the glib rehearsal of the countless rules in Lindley Murray's Grammar and in Daboll's Arithmetic.

Doctrines and methods such as these our generation dismisses with scant respect; yet within the discarded shell this old maxim held a kernel of sound truth.

The "Repetition" which gives life to educational work is not mere "damnable iteration," not parrot-like recitation—like that irreverent gabbling of sacred words which has given our English speech the term "*patter*" from the hurried mumbling of the "*Pater Noster*" and "*hocus-pocus*" as a corruption of "*Hoc est corpus*."

The true meaning is that we should not merely commit to memory but should, in the emphatic and noble words of the English prayer-book, "so read, hear, mark, learn, and inwardly digest" the subjects of our study "that by patience * * * we may receive and ever hold fast" the lessons that they teach.

Or, as the Westminster divines phrased it: "That the Word may become effectual * * * we must attend thereunto with diligence, preparation, and prayer; receive it with faith and love, lay it up in our hearts, and practise it in our lives."

In other words Education is not merely *learning* something; it is *becoming* something. Knowledge does not give Education until it has, in its measure, transformed, or at least developed, character. This is emphatically the view of our modern education; this is the idea that lies at the bottom of all our newer modifications of the old educational scheme, the kindergarten, manual training, physical culture, scientific study. The thing to be learned is of value, to be sure, but the character of the learner is the thing of pre-eminent value. "I don't teach arithmetic, I don't teach grammar," exclaimed a wise and successful educator, "I teach *boys*."

In short, we find our most progressive and original thinkers on the problem of modern education agreeing with the sound divines—Anglican and dissenting—of the seventeenth and earlier centuries, in the view that no education deserves the name which does not get further down than mere memory, mere facility, and affect the very constitution of the mind; that does not radically affect character. Similarly, in the light of pedagogic history, the "Religion" of our maxim justifies its claim to a leading place in any scheme of education. From the time of the earliest Egyptian priests and the Chaldean magi, down to that of the Jesuits and the Scotch universities, the greatest educators have been thoroughly impregnated with the religious idea.

And here, as a classical statement of what the term "Religion" does *not* mean to a modern educator, let us take Thwackum's definition in "Tom Jones." "By religion, sir, I mean exclusively the Christian religion; and not only

the Christian religion, but the Protestant religion; and not only the Protestant religion, but the religion of the Church of England."

On the contrary, the religion with which the educator is concerned is that common element that underlies whatever is good in the Christian, the Jewish, the Buddhist religion—nay, even the worship of the fetish and the idol.

This fundamental idea of religion is something not apart from, exactly, but certainly not identical with the ethical idea.

Right and wrong are, at bottom, products of the reason—so much we may agree on, whatever theory, whether of evolution or of revelation, we may hold. But the primary religious idea is one springing directly from the emotions. It is, as nearly as we can define it, a feeling having its roots in the soil of dread and awe—perhaps even in the baser clay of terror—and developing into the nobler emotion of reverence. It is a feeling, moreover, at least in its higher manifestations, warmed and animated by enthusiasm, by passion, for the attainment of its end. The ethical idea comes in to guide this noble impulse aright—to teach it what are worthy objects of its exercise; at what shrines it may bow with the effect of ennobling rather than of debasing itself.

From this point of view the savage, bowing down to sticks and stones, has yet, in his dim way, a perception of the great fundamental religious truth, just as one of those lowly forms of marine life whose body is overlaid with a pigment faintly susceptible to the action of light has, in a sense, a rudimentary eye. And, as this humble creature may become the parent of many diverse forms of life, which shall develop the power of clear vision under widely different conditions, so many forms of faith may grow up into full perfection from cultivation of the primary religious instinct.

This, then, is a summary of our position—that educa-

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even of the most zealous church people of the present day.

Our work may not be to train the growth of doctrinal belief; we may not even plant the seed; but we may, by such a course as this paper aims to indicate, at least break up the fallow ground, mellow and enrich it, so that the good seed sown by another hand shall take root, spring up, and bring forth, perhaps, an hundred fold of precious grain.

WESTON JENKINS,

*Instructor in the Alabama School,
Talladega, Alabama.*

APHASIA—A NEW FIELD FOR THE ORAL METHOD.

I HAVE been asked to write of a little personal experience in teaching a victim of aphasia by the oral method. In October, 1902, the patient of whom I speak (who, by the way, was a physician of recognized authority as a specialist), had an attack of paralysis of the right side, the lesion crossing the face and entering the left speech centre, thus obliterating the power of speech. According to the diagnosis of an eminent eastern neurologist this patient was a hemiplegic aphasic; the aphasia having at first been both sensory and motor, and nearly complete.

In June, 1903, I was urged to try what could be done for him by using the methods employed by us with the deaf children in teaching and developing speech. I did so with the full recognition and acknowledgement that it was an entirely new experiment on my part, claiming no knowledge of theories or methods for the reacquisition of language by an aphasic—or the education of the opposite hemisphere of the brain.

I found the man able to walk, with the aid of a cane—though in a labored, halting fashion—and always under the vigilant eye and helpful hand of an attendant. He was

constantly waited upon; his every wish being anticipated and every good thing known to the profession being employed to alleviate his condition and hasten his complete recovery.

Being an intellectual, broad-minded, cultured man of marked personality, habituated to command and control those dependent upon him, the humiliation of his limitations caused a morbid sensitiveness about meeting people not conversant with the facts, or letting the public obtain any true conception of the nature of his affliction. *One* of the results of this course was to deprive him of countless opportunities for improving and enlarging his vocabulary. With rare exceptions he refused to allow any one access to his apartments except the few needed for his actual welfare, and whenever it became necessary to initiate a new member into this limited circle his self-consciousness was pathetic.

His working vocabulary consisted of four words: "Yes," "No," "But," and "Oh God." He rarely made the mistake of confounding "yes" and "no." If either of these did not accurately express his thought he always supplemented it with "but"—intoning it in a manner thoroughly conveying the information that there were other phases and modifications to the matter. When none of these filled the requirements he resorted to "Oh God," which he used fluently, in any key to suit the occasion; expressing every degree of emotion, from the most pathetic, discouraged, hopeless recognition of his own condition, through all the varying chords of understanding, sympathy, appreciation, pleasure, surprise, indignation, disappointment, and disapproval in as unmistakeable way as if he had spoken volumes instead of having uttered a single exclamation. Members of his family claimed that the expression "Oh God," was the first thing he had spoken on regaining consciousness following his attack and since then he was always able to use it spontaneously. Some medical authorities suggested

that it was his cry as he was stricken to the floor. To some it was objectionable and he was advised to eliminate it from his meagre vocabulary, but when appealed to for an expression of opinion I felt that under existing conditions he was in dire need of some such expletive and it would be almost cruel deliberately to deprive him of his only escape valve. Later, when he had acquired command of less intense phrases in which to clothe his needs and desires, he readily discontinued its use.

There never was any particular affection of memory; he could easily recall names, places, and incidents of his past experience, correcting any misstatements, and refusing to drop the subject until he had made himself accurately understood. This frequently was a laborious matter for all concerned, as "the party of the second part" was obliged to carry on both sides of the conversation, after the manner of a guessing game. Occasionally this game required the combined efforts of two or more guessers, as he was persistent and a failure to make his meaning clear was depressing. It discouraged him as to his final victory over his limitations and destroyed his faith of ever again claiming his birth-right and taking a man's part in the world's work.

His sensitiveness made it impossible for him to make any successful effort in the presence of a third person during his lessons, so his favorite schoolroom was the garden. In many ways this was productive of good results, as it suggested various topics for conversation and endless material for object lessons, besides enabling him to walk about when he tired of study.

It was soon evident that his periods of concentration must be of short duration and his exercises varied. While understanding most familiar expressions, if a strange or unusual word were used he was confused; but if he could see it written or printed it appealed to him much more readily (which probably indicated that his word-deafness was

more pronounced than his word-blindness). In reading the newspapers, a half column on one subject was the limit of what he could digest alone at a time; however, if some one, holding the paper so he could look on, read to him and followed the lines with a pencil, he could successfully concentrate his mind on the matter for a much greater period. When hearing familiar music he could hum the tune and occasionally articulate a few words. One day when endeavoring to relate some historical event he could not express "Maryland" in an intelligible way until in desperation he succeeded in humming "Maryland, My Maryland."

The right side of the face was moderately paralyzed. This suggested the necessity of a course of tongue and facial gymnastics, to which he cheerfully consented. We persevered in these drills, resorting to them several times daily. They resulted in an early and marked improvement in the flexibility and control of the muscles of the face and throat.

His voice had not been materially injured, so we had very little to overcome in that line. Only in one particular was it deemed expedient to reverse our order of work—by teaching vowels first instead of our usual mode of giving precedence to consonants. This work was done phonetically and systematically, showing and requiring in every instance the proper positions for the mouth, lips, and tongue. Subsequent developments convinced us that in so doing we had stumbled upon a wise measure, as that training met and continues to meet an ever recurring need in his reacquisition of language.

It was interesting to note that the formations and combinations which he found most difficult were the same over which our little deaf children almost invariably wrestle, viz., *k*, *g*, *ng*; he also labored over *th*. We soon took up the study of nouns, the names of the most familiar objects in our environment. One day he might be able to call spon-

taneously a horse, a cow, a tree, a bird, etc; while the next day, or possibly at another time during the same day or hour, he might fail utterly to articulate these things which had apparently been thoroughly acquired. At such times, again like the deaf child, he often could respond if given a start. Gradually we took up verbs, continuing to more ambitious sentences. His chief difficulty was with adjectives, prepositions, and articles; in fact, with the words which convey no mental pictures. In this, again, he resembled the little deaf child who never has known language—evidence of thinking in pictures—the subject of the sentence always in the foreground, the action of less importance, ignoring the words which modify or express relation. The word *is* was an hourly recurring difficulty.

With the belief that "thoughts are things" his attention was called to "The New Thought" doctrine, and the first sentence urged upon him was "I will talk," which he asserted in season and out of season; and unless intensity of purpose and supreme human effort count for naught, in the final analysis he will be found talking fluently.

Daily practice was given in penmanship with the left hand, which naturally was more or less laborious and irksome, but at the end of a month those in a position to judge claimed he could then "write better with his left hand than he ever had done with his right"—a statement which he laughingly resented. (This improvement in penmanship may be due to the fact that we used the vertical system, which in my humble opinion compensates in legibility for anything it may possibly lack in speed.)

Constant practice was given to reading aloud everything he wrote, reading the teacher's writing, writing from copy and dictation, and encouraging the effort to write of his own volition. This diversity of exercises was for the purpose of rousing and stimulating in unison his visual, vocal, and auditory memories; but in thus leading him along the path

of a little child it required all one's tact and wit to avoid insulting his intelligence as a man.

His general health was constantly improving and as the mental strength and activity are largely influenced by the physical, possibly much of his progress may be traced to that source. At the close of the month he expressed a desire to play whist. With some misgivings as to the results of the test, a box was prepared for holding his cards and the experiment was made with flattering results, as he still proved to be no indifferent antagonist.

This did more than any other one thing to bolster his self-confidence and gave him increased hope of regaining his lost power.

During the next few days he was persuaded to take part in a game of croquet, all the other players consenting to be equally handicapped by using their left hands—and he proved still to be the champion player. These methods are still being pursued with varying system, though to some degree under my supervision; often with the painful conviction that "there is no royal road to learning," yet holding fast to the star of hope and striving for the goal. Looking back to those first days, his present attainment seems little short of miraculous. He now mingles freely with his kind, walks about the house and porches without a cane and anywhere else with the aid of one, attends the theatre, and with friends goes about the hotels. In conversation with his familiars he has no hesitancy in doing his part, even transacting—and always directing—some business affairs, though he is not yet letter perfect and his vocal powers are not fully restored. What are his possibilities for the future? How much of this improvement is due to education and how much is due to the natural course of events? Is there a quicker and better way? *Materia Medica* not being my specialty, I don't know; but my professional pride was increased when, in

The word next in order is Mamie. She is pointed to by the pupil and made to stand. Then the verb "sit" is shown and she is made to sit down. This is found to be difficult for the pupils. They hesitate to make Mamie sit, not being sure of what was required. They are helped and all write "Mamie sits" leaving off the "A" for the first time that it is proper to do so.

The word "hen" is taken up next with the verb "stands." The hen is made to stand and the sentence written "A hen stands."

The Teacher's Watchword.

Frequent failure on the part of the pupils should not discourage the teacher. Patience should be his watchword. When one has learned to be truly patient with his pupils, all that is best within them is brought out, while impatience brings out all that is ugly and disagreeable in the child's nature.

This week five new verbs have been added to the children's vocabulary. They are able to understand the meaning of these verbs and can illustrate or perform their actions readily.

How the Manual Alphabet is Introduced.

At about this stage I usually introduce the manual alphabet. It would be a sheer waste of time to try to teach to a backward pupil anything not simple and easily remembered.

Therefore never begin with the manual alphabet, for that alone involves a great deal of work and time, is a strain on the nerves, and requires more energy and patience than any ordinary child possesses. Give the alphabet to an educated hearing person to learn and even he will confess it is a difficult task. Why, then, impose it on a deaf child who is just struggling to acquire the knowledge of a

few words and has no idea of what is expected or required of him? There is a much more important object to be accomplished which should be given precedence, namely, the teaching of names of objects and verbs with which to form sentences.

There is no definite time when the alphabet should be introduced; it depends largely (almost entirely) on the capabilities of the child.

It has been my custom to begin the alphabet when reviewing verbs and names of objects; it then serves to vary the exercises and usually interests the child.

Preparing Evening Lessons.

Lessons to prepare outside of school should be given at an early period in the school life. This helps the pupils to acquire methodical and studious habits which are of inestimable value to them in later life. These lessons should, of course, be very simple and easily learned. They should never be neglected by the teacher the next day; they should be corrected and the child should be praised for his efforts. This appeals to his self-respect and spurs him on to do his best. Otherwise indifference and carelessness are fostered in the pupils. It is better to assign no work than to be indifferent as to whether that work has been done and well done by the pupil. Remember it is not what the pupil actually does but what he gains by the doing that is important. What we aim to do is to develop and strengthen productive activity. Some one will object and say school hours are study hours and when a child is out of school he should be free from care and study. Yes, that is true where the teacher has only succeeded in worrying and fretting the child, but it is not true when the child is made happy and contented, as he should be in every schoolroom. We shall hear less of our children being made to study out of school when teachers have

acquired the happy faculty of making study a pleasure instead of a bugbear. In school the pupil should be taught how to study. The teacher's part is to guide and encourage.

Have the pupil read the sentences and see that he understands every word thoroughly. If there are letters in any word that seem particularly hard do not keep at it too long at a time but pass on to other words. If the child is able to spell the verb correctly that is enough for one day. Then the sentences should be re-read and written from memory.

For the next day, if he gets his lesson fairly well, give another lesson for the evening, before school closes, with the same spelling and memorizing exercises. It is well to use a different verb with the same subject.

When the manual alphabet is being taught in connection with sentence writing it is not well to distract his attention by giving anything new. After about eight lessons have been given they should be reviewed, one lesson at a time, and now they will be much easier and more interesting and the pupils will have no unpleasant task in studying them over in the evening.

It is not to be expected that the children will take to study out of school at once; at first they are restless and impatient of restraint. They should be taught in school how to study.

The teacher should write a lesson on the blackboard and have the whole class around him while he is explaining it. They will soon learn that they must be still and pay attention to each other as they spell in turn.

In the morning some of the pupils may be able to write two or three sentences, others only one, and still others can write nothing at all. Thus the children gradually get accustomed to study and will take more interest in having their lesson perfect.

Below are lessons which are given to be studied in the evening:

A man walks.	A boy jumps.	I walk.
A child walks.	A goat jumps.	I sit.
A woman walks.	A girl walks.	I jump.
A dog jumps.	A frog jumps.	I run.
A sheep jumps.	A baby walks.	I sleep.
A rabbit jumps.		

Elsie sleeps.	I write.
Carrie jumps.	A girl writes.
Olivia walks.	Elsie reads.
Elsie reads.	Olivia reads.
Carrie reads.	A man sleeps.

The names used are the names of the pupils in the room.

All their first lessons should contain only the verbs with which they are familiar. It would be well to give from three to six sentences using alternately different verbs from the list of old ones. Later each lesson may contain different verbs. When the class has learned the above lessons thoroughly a new verb may be introduced, retaining the same subjects for a time, and then the subject may be changed, using the familiar verbs.

If a child continues to miss his lesson in the morning the value of diligence should be impressed upon him. He will soon compare himself with the brighter pupils, be ashamed to be always behind, and learn that it is "beneath his dignity" to look on his paper while writing his lesson.

Care must be taken to teach the personal pronoun "I," otherwise when Johnston copies from the board "Johnston runs" he will copy it just as it is written instead of "I run."

This is puzzling at first but they soon learn its meaning. At this time in their progress they are able to write sentences well and quickly by a mere glance at the copy given them. If they make a slight mistake in any word they are

compelled to erase and rewrite the whole sentence. They dislike this and are, therefore, more careful with each word.

Now, too, they must learn self-dependence. Self-reliance must be fostered by giving them work that is not beyond their mind capacity and yet hard enough to require thought and concentration. Work too hard or too easy alike kills the interest of the pupil.

As I have said before, give only one verb at first with different subjects (taken from pictures) out of which they must make sentences. Then change the verb and let them continue for a time. When several verbs have been used intelligently in this way one begins to feel that some progress has been made. After this a number of verbs may be taken at the same time, but this work must necessarily be slow.

EXAMPLES.

Elsie dances.	} All the sentences may be erased except the verbs and also drop the endings. Let the children point out any of their classmates by turn and write out a sentence for each verb, using the name of the child indicated. Toys and pictures play an important part in this work. This exercise is also excellent for review and practice with the ending <i>s</i> and the use of the three persons I, you, and Mary.
Marshall reads.	
Carrie writes.	
Ellis walks.	
Olivia jumps.	
Florence stands.	
You sit.	
Ellis runs.	
Olivia sleeps.	
Gorman falls.	

By this time the children are able to work out some sentences with different verbs. The child now has language enough at his command with which to build up sentences. The important matter is not how much they have studied or gone over but what they have digested or assimilated.

The following are a few test sentences which help to

impress the verbs of the three different persons on the children's minds:

Carrie reads.	You stand.	Walter stands.
I read.	You walk.	A boy walks.
Olivia sleeps.	You sit.	Mary sits.
I sleep.	You write.	Olivia writes.
A man writes.	You read.	A man reads.
I write.	I stand.	A sheep stands.
I fall.	I walk.	Mamma walks.
Elsie falls.	I fall.	Mary falls.
You fall.	A woman reads.	You read.
Carrie reads.	I read.	

How the Pupils are Examined.

I look upon examinations as almost a necessary evil, for while among a class of nervous children (and what American child is not nervous?) they incite for the time greater nervousness, yet they are incentives to grasp the ideas of things as they go along.

By a thorough examination the teacher finds out what the child knows and what he does not know. There are many other reasons of failure in an examination besides the fear of making mistakes. The hardest part of the work during the quarter is often selected, and that, added to the nervous strain, makes failure almost certain.

This can partly be eliminated by the teacher using care and judgment in preparing the examinations. Such work as the child can do (of course with thought) is what should at this time be given him. The child should not be worried with work beyond him, but by frequent drills two or three weeks before ascertain what he is capable of doing so that he can do himself credit. This will encourage him and he will look forward, if not with pleasure, at least without dread, to subsequent examinations.

The first step in preparation is to have the children name objects from pictures and write out a list. The lower grade can write only a few words and perhaps a few simple sentences, while the higher grade know a good many. First let the younger children go as far as they have learned, practising frequently those on which they fail. Give them toys to name for a review of words.

The higher grade must do all their work on paper only, so as to get accustomed to it. But the lower grade may use either slates or paper, according to the way they handle paper and pencil. In some cases it consumes too much time to teach them to do this properly during the first term.

It is very important that each child in the two divisions should be able to write his own name.

The words written below are put on the board and explained fully, so that no child will write such a sentence as "A pig sews."

man	write	Mazie	Ellis
girl	bow	Carmean	woman
baby	hop	Johnston	baby
woman	sew	Mamie	I
hen	sleep	Carrie	bird
duck	stand	Marshall	Marshall
rabbit	jump	Grace	I
mule	run	Johnston	goat
horse	walk	Mamie	Mazie
frog	sit	Elsie	frog
boy	dance	Mazie	Johnston
goat	fall	Grace	mule.

The children are sent to the board to construct sentences as a noun and verb are pointed out. They write "A man writes." The article is purposely omitted to see if they will remember to use it. In my last class last year, on December 14, almost all remembered to use it properly.

It will be found that the children are very prone to make mistakes of this kind in yesterday's lesson; for instance, after writing "Mazie dances," they will write "I runs." The following drill will be found to correct such errors.

- I— } The same verb must be used in every sentence.
- I— } Let the child fill up the blanks until he is sure the
- I— } verb following "I" has no "s." Then a review of
- I— } the three lists would ascertain what has been gained.

It should be remembered that these examinations are the very first the class of beginners ever had and of course much cannot be expected of them. But the work given should be so simple that the pupils will be able to do it. The least independent effort on the part of a child is a hopeful sign of progress.

By language I mean simple sentences. If only a list of verbs were given to a beginner from which to work out sentences, it would be too hard and more mistakes would be made than if he is given verbs with nouns on the same line to connect. Even this will require thought on the part of the child, and this broadens and develops his mind.

At this time all the nouns and verbs that the children know (with the addition of a few new nouns and one new verb) may be given them, with the result that each child will put every word in its right place with the article "A" before a common noun, and the ending "s" for the third person, omitting it in the first person.

In memory work lessons are simply written entirely from memory. Some children are able to write as many as six sentences while others write four and still others only one.

The result of the examinations shows that the children are well grounded in all that they have been over and, now that they have a good start, there is reason to hope that they will do excellent work during the second term.

THEODORE A. KIESEL,
Instructor in the Kendall School,
Washington, D. C.

[TO BE CONTINUED.]

PRIMITIVE TERMS FOR "DEAF," "DEAFNESS,"
ETC.*

The terms for "deaf," "deafness," etc., in the Indo-European languages demonstrate both the indefiniteness in signification of ancient sense-words and the curious correlations in speech-expression of the experience of diverse senses. A common term in English for minor degrees of deafness (and euphemistically, for the others) is "*hard of hearing*," corresponding to French "*dur d'oreille*." We also say "*dull of hearing*," and prose and poetic writers use such phrases as, "the dull ear of a drowsy man" (Shakespeare), "the night's dull ear" (Shakespeare), "the dull cold ear of death" (Gray), etc. In German we have "*schwachhörig*," literally, "*feeble (weak) hearing*," in Dutch "*doofachtig*." Latin *surdaster* and French *sourdaud* belong here. The history of English terms denoting sense-defects is very interesting to the psychologist.

To a serious defect of hearing we apply in English the term *deaf*, corresponding to German *taub* and its cognates in other languages, and related, by nasalization, with *dumb*, German *dumm* (O. H. G. *tumpf*), etc. That this particular meaning is due to specialization is seen from the history of the word and its use in the various dialects.

Both in English and in German the idea "deaf" is applied to "a nut without a kernel,"—a *deaf* nut, eine *taube* Nuss. De Quincey (Autob. Sketches, I, p. 91) speaks of "what children call a *deaf* nut, offering no kernel;" and Bishop Hall, in the seventeenth century, uses this phrase

*Extracted, by permission, from an article in the *American Journal of Psychology*, vol. xvi, No. 1, entitled "Primitive Hearing and Hearing-Words."

of "a man that hath outward service without inward fear." In English and German dialects, and sometimes in the literary forms of these tongues, the term "deaf" is given to empty ears of corn, light grain, things that are hollow, empty, barren, unproductive, weak, insipid, etc., particularly land, eggs, etc. Murray's great English dictionary, Wright's English Dialect dictionary, and Grimm's German dictionary contain a mass of evidence on these points. Worth special mention, perhaps, are "deaf" in the sense of "asleep," used of the foot, etc., and "deaf coals," applied to coals which have gone out for lack of draft—both of which meanings occur in the Altmark dialect of German, etc.

In modern English we have: *Stone-deaf*, deaf as a *post*, ("deaf as a *door*" is now dialectical), and in dialect and colloquial speech: Deaf as an *adder*, deaf as a *beetle*, deaf as a *door-nail*, deaf as a *haddock*, *dead-deaf*, deaf as *Ailsa-Craig* (Scotch), not to hear *day* nor *door* (Scotch), etc.

In Latin the characteristic word for "deaf" is *surdus*, which has given rise to French *sourd*, Spanish *sordo*, Italian *sordo*, etc. Even in literary and classical Latin *surdus*, like English *deaf*, German *dumm*, etc., had a rather wide range of meaning: "deaf (physically and figuratively), mute, dumb, harsh, inharmonious, unpleasant to the ear," and, as applied to colors, sounds, etc., "faint, dim, dark, dull." Pliny wrote of a "*surdus* color," and in French we have un *bruit sourd*. From *surdus* is derived *absurdus*, with its psychic and other implications. Many authorities make *surdus* cognate with *sordidus*, "dirty," English *swart* and German *schwarz*. A periphrastic term for "deaf" in Latin is *auribus captus*. A derivative of *surdus* is *surdaster*, "somewhat deaf."

In the languages of savage and barbarous peoples, as may be seen from the Australian words for "deaf" given by Mathew (*Eagle-hawk and Crow*, London, 1899), we

often meet with terms signifying literally "not hearing" (no ears), "stopped ears," "shut ears," "blunt (blind) ears," "bad ears," "sick ears," etc. Thus in the Barwidjee language of the Upper Murray "blind" is *megeewanjega*, "deaf," *megee murrumbugga* (*murrumbo* = ear); in the Yarra river dialect "blind" is *turtwirng*, "deaf" *turtwimg*, (*wimg*=ear). Tasmanian *wayeebede*, Lower Lachlan *maarkenki*, Kamilroi *muggabinna*, Kabi *pinang gulum*, Toodyay *dwangoburt*, Adelaide *yurre ngundanniti*, Murunuda *kootchaboороо*, all refer to the fact of the ear being defective and contain as an essential component the word for "ear." In the Tyattyalla language of Victoria *murt wirmbul*, "deaf," really means "blunt ears." In the Yualeai language the word for "deaf," *nomba*, is identical with that for "mad, crazy," which recalls the etymological relationship of German *taub* and *toben*. From the Indian languages of America may be cited: Cree *nama wayawittam*, *nama pettam*, *nama ottawokaw*, the first component of all of which is *nama*, a particle of negation, used in connection with *petlawew*, "to hear," and other words of "hearing," etc.,—*namawiya wayawittam*, "he is hard of hearing" ("he hears well" is *nahittam*, which also signifies he "understands well"). In Cree we have also for "deaf" *kakepittew* and *kawiyottawokay*, *kipittawokew*, etc., the first of which signifies "his ears are stopped," while the others contain the word for "ear," all referring to "non-hearing" or interference with the ears. Cognate with Cree *kakepittew* is Ojibwa *kakipishe*, by which name also a species of owl is designated, from its assumed deafness. The correlation of hearing and intelligence seen in French *entendre*, Latin *intendere*, etc., is found in the languages of many primitive peoples of the Old World and the New.

In spite of the close resemblance of English *ear* and *hear*, Gothic *auso* and *hausjan*, German *Ohr* and *hören*, it is by

no means certain that the name of the organ and the term applied to its function are radically connected. This is the case also with many primitive tongues and with a number of more or less derivative languages, like modern French, where we have for "ear," *oreille*, and for "hear," *entendre*, *écouter*, although several phrases (e. g., *oui-dire*) and the term for "hearing," *ouïe*, and the not yet extinct *ouïr*, "to hear," indicate the former existence of connected words for "ear" and "hear," furnished, as to others of the Romance dialects, by Latin *auris* and *audire* (both from the root *aus*—). Greek *οὖς* "ear," and *αἰώ*, "I hear," are probably cognate with Latin *auris* and *audire*, the chief radical of all being *av*, "to hear, to attend to, to listen," etc. Anglo-Saxon *hlyst*, "sense of hearing," Old Slavonic *sluchu*, "hearing," Gothic *hliuma*, "hearing," "hearing ear," Icelandic *hlust*, "ear," Welsh *clust*, "ear," etc., exhibit names for "hear" and "ear" derived from the same radical as that appearing in English *list* and *listen*.

English *listen* and *list* contain an old and widespread Indo-European radical *hlus* (*klus*), "to hear." Cognate with English *listen* (Middle English *lusten*, A. S. *hlystan*) are Icelandic *hlusta*, Old High German *hlosén*, Middle High German *losen*, Modern High German *lauschen*, Lithuanian *klausijti*, and (with root *hluo* or *klu*), also Latin *cluere*, Greek *κλύειν*, Sanskrit *ṣru*. Here belong, likewise, the series represented by English *loud*, Latin *gloria*, Russian *slava*, etc. The English correspondent of German *lauschen*, "to listen, to lie in wait," is *lurk*. In dialectic Swedish we have also *luska*, "to lurk, to sneak about, to listen, to play the eavesdropper," etc. It may be noted here that "eavesdropper," for "one who listens secretly," has no etymological connection with *ear* or *hear*, signifying "one who stands beneath the droppings of the eaves (so that he may hear)."

Evidences of ear-mindedness in modern English are to be found in the extensive legal and political use of the term "hearing," the parliamentary interjection "hear! hear!" and the *O Yes!* of the court-criers, corrupted from the Norman-French *Oyez!* (Hear ye).

In the English of the seventeenth century we find, corresponding to our "at first sight" and "eye-sore," the phrases "at first ear" and "ear-sore," the latter being used in reference to the jangling of bells, etc., and its effect upon the ear. There exist a number of "ear-words," like "ear-mark" *e. g.*, which belong perhaps in this category—they can be found listed in the great Oxford Dictionary of Dr. Murray.

In the various languages of the Indo-European stock a correlation often appears between "hearing" and "morality, goodness, tractability, etc." Latin *obedire* and *obedientia* (whence English *obey* and *obedience*), and their descendants in the Romance languages, represent the idea of "submission" and "duty" as related to hearing and the ear. Anglo-Saxon *gehyrsum* and O. H. G. *gehôrsam* still preserved in modern High German *gehorsam*, "obedient, submissive," and *Gehorsam*, "obedience," are derived from the radical *hôr*, "hear." The simpler derivatives from the same root are seen in Swedish *hørsam* and old Danish *hörig*, with like meaning, the last being the simplest. Sanskrit *çrustis*, Lithuanian *klausá*, from the radical *klus* (*klu*), "hear," signify also "obedience."

Latin *surdus*, from signifying "deaf," came to mean also "deaf to reason, unreasonable, irrational," ideas intensified in its derivative *absurdus*, whence our *absurd* and related words in other languages—first what is not agreeable to the ears, then what suits not the understanding. Cicero says: *Est hoc auribus, animisque hominum absurdum*. *Surdus* itself has produced, in the Romance tongues, several words and phrases of interest here. French *sourd* signifies also "secret, underhand," etc.,

with its adverb *sourdement* (cf. Spanish *sordamente*, etc. . To our "dark lantern" corresponds French "lanterne sourde." From French *sourdine* we have borrowed our *sordine*, "damper"—and, in French, "à la *sourdine*," like Spanish "à la *sordina*," means "secretly, privately."

The Latin *hebes*, whence our English word *hebetude*, was applied in a general way to the senses of sight, hearing, smell, and taste, to signify "faint, dull, dim, blunt, obtuse, slow, heavy,"—the original meaning being the physical one of "blunt, dull, not sharp or penetrating." It translates our "hard of hearing," "somewhat deaf," etc.

Greek *τυφλός*, "blind," seems to have had an extent of meaning similar to that of the Latin *hebes* and it is by Kluge connected with the stocks of English *dumb* (German *dumm*) and German *taub* (English *deaf*). One could say, e g., *τυφλός τὰ τ' ὠτὰ τὸν τε νοῦν τὰ τ' ὀμματα*, "blind in ears and mind and eyes." Also *τυφλοποῦς*, "with blind foot, stepping in blindness." Another Greek term of general import in the earlier language is *ωφός*, "blunt, dumb, mute, dull of hearing, deaf," and metaphorically, "dull of mind, obtuse, stupid."

In modern English *dull* still retains a rather general significance: *Dull* of hearing (*dull* ears), *dull* of sight (*dull* eyes) *dull* day, *dull* edge, *dull* understanding, *dull* mind, *dull* brain, *dull* boy (*dullard*), etc., and the particular one of "stupid, foolish." This meaning obtains, also, in earlier stages of English and in several of the cognate Teutonic tongues (Gothic *dwals*, "foolish" is a by-form). In German *toll* has the heightened sense of "mad," like Dutch *dol*, etc. In Irish we find *dall*, "blind;" also *uas-dall*, "deaf," literally 'ear-blind.' The original sense of the Teutonic radical *dul* and also, perhaps, of an earlier Indo-European *dhul*, was probably "stupid, lacking in sense-ability, excited so as to be ineffective."

In modern English (and Anglo-Saxon) *dumb* signifies only

"speechless, mute," and the same is true of the cognate Gothic *dumbs* and Old Norse *dumbr*. The corresponding modern High German *dumm*, however, indicates a wider meaning for the original root. In Modern High German *dumm* signifies "stupid, dull of understanding;" in Middle High German *tum(p)* meant "weak in intellect, stupid, foolish, silly, simple, inexperienced, unlearned, thoughtless, mute;" in O. H. G. *tump* signified likewise "deaf," as also in earlier Mod. H. G. The original sense of the Teutonic radical was probably "dull of mind or senses, stupid, not understanding," from which general meaning the particular ideas of "dumb" and "deaf" developed later in the special languages concerned.

Perhaps the most remarkable examples of earmindedness are to be found among the aborigines of Australia. Dr. W. E. Roth (N. Queensl. Ethn. Bull. No. 5, p. 19) informs us that "throughout North Queensland, the ear is believed to be the seat of intelligence, etc., through or by means of which the impressions from the outer world are conveyed to the inner." So the natives of Tully River, when they first saw the whites communicate with each other by means of a letter, used, after looking at it, "to put it up to their ears to see if they could understand anything by that method." The Brisbane blacks would try to revive an unconscious individual by "banging his ears between the open hands, and shouting into them all the time." In the Koko-yimidir language *milka*, the word for "ear," enters into the composition of the terms for the following:

"Amend," *milkabandandaya* ("ears broken-open"); "forget," *milkangandal* ("ears refuse"); "forget," *milk-anyiwara* ("ears look for but not necessarily find"); "hear," *milkanamalma* ("ears see"); "homesick," *milkawarramal* ("ears bad become"); "homesick," *milkadundal* ("ears soften"); "intelligent" *milkadir* ("ears with"); "listen," *milkaninggal* ("ears sit"); "mad," *milkabantchir* ("ears hard"); "obedient," *milkadir* ("ears with"); "obstinate,"

milkangamba ("ears closed"); "obstinate," milkabantchir ("ears hard"); "persuade," milkabakal ("ears dig"); "playful," milkangudongudo ("ears play-play"); "remember," milkanamalma ("ears see"); "stupid," milkamu ("ears without"); "think," milkanamalma ("ears see"); "turn over a new leaf," milkabandandaya ("ears broken-open").

From the Nggerikudi language the following may be cited (Bull. No. 6, p. 4; Bull. No. 5, p. 19)

"Clever," woaperu ("ear good"); "dead tired," woanaabanu ("ear-from wind breath"); "disobedient," woatche-anamai ("ear not listens," "faint," woanaabanu (see "dead tired"); "intelligent," woaperu ("ear good"); "stupid," woaletra ("deaf").

The Mallanpara language of Tully River has:

"Cranky," wallupurmopurmo ("very deaf"); "disobedient," wallupurmo ("deaf"); "foolish," wallupurmopurmo ("very deaf"); "intelligent," wallubatchun ("large [in quantity as well as in quality] ear"); obedient," wallubachun ("ear large"). The Kia blacks of the Prosperpine River call "a foolish individual" wallukuta ("ear closed") and a "clever" one walluimbana ("ear open").

In the gesture-language of the Pitta-Pitta natives, according to Dr. Roth, "the sign for 'forgetfulness, loss of memory, etc.,' is the picking at the centre or lobe of the ear with the thumb and forefinger—the idea of bringing forth that which was originally put into it"—and the same sign is known in other places (at Cape Bedford, "the forefinger is plugged into the ear and dragged vertically out"). In the latter region also, "there is a gesture indicative of 'knavery, foolery, etc.,' represented by a tapping of the ear with the extended forefinger,—'he won't listen to reason, i. e., hearing.'"

ALEXANDER F. CHAMBERLAIN,
*Professor in Clark University,
Worcester, Massachusetts.*

ASKED, SAID, TOLD.*

There is no greater field for language work in a young class than upon the constructions involved in the use of *asked*, *said*, and *told*. No language forms are more needed to enable a deaf child to express the thoughts and feelings which arise from his intercourse with the people about him.

That language should be imparted to the deaf in a practical, natural order, is conceded by all instructors. What can be more practical, more natural, than to teach what the child desires to make use of daily? If we listen to a group of hearing and speaking children, how often we catch these words: "I asked mamma, and she said —;" "Papa told me that—," etc. We hear these words constantly, for children talk about what they are interested in, and they are more interested in what their parents, brothers, sisters, and playmates think, do, and say than in anything else.

A deaf child is like all other children: he thinks much the same thoughts, and in consequence desires to tell the same things and to make the same requests. We must, as rapidly as possible, supply the language in which he may express these thoughts, or allow him to stumble lamely on, forming the habit of saying what he does not mean, because he is forced to pass over or to evade the *real* thought for want of the proper language in which to express it. Without the *asked*, *said*, and *told* constructions, nearly all connected language written by the pupil will be incomplete and more or less disjointed.

*This article is reprinted from the *Annals*, vol. xxxvii, No. 2, for the reason that the supply of that number is nearly exhausted and we wish to retain a few copies to complete sets. The article has had the benefit of recent revision by the author and a few changes have been made.—E. A. F.

In narration he must be able to tell what was *said* as well as what was *done*, so that the bearing of one thought or act upon another may not be lost and the meaning rendered unintelligible. For instance, take the following original exercise, attempted by a pupil before these constructions had been taught, and compare it with the accompanying one written by the teacher, giving expression to the child's real meaning after she had discovered it by questioning:

What the Pupil said.

Yesterday evening I could not find my slate.

Maggie Field had it.

I went to her but she did not have it.

I saw Louise Miller writing a story on it.

I wanted it. It was not my slate.

Then I showed my name on it to her. She knew it was my slate.

She wanted to keep her story and she would not give the slate to me.

She was mean and she made a face at me.

I almost cried because I could not write my lesson.

This morning I came to school.

I did not write my lesson last evening.

Louise would not give my slate to me.

My teacher was surprised that Louise was selfish. She wrote a note and I carried it to Louise's teacher. She read it and wash the story off the slate and give it to me.

What she meant to say.

Yesterday evening I could not find my slate, and I *asked* Mary if she knew where it was.

She *said* that Maggie Field had it.

I went to her, but she did not have it.

I saw Louise Miller writing a story on it.

I *asked* her *for* it, but she *said* that it was not my slate. I *said* that it was.

Then I showed my name on it to her and *told* her that she knew it was my slate.

She *said* that she *wanted* to keep her story, and that she *would not* give the slate to me.

I *told* her that she was mean, and she made a face at me.

I almost cried because I could not write my lesson.

This morning I came to school, and my teacher *asked* me *why* I did not write my lesson last evening.

Then I told her about Louise.

She *said* that she was surprised that Louise was selfish. She wrote a note and I carried it to Louise's teacher. She read it, and *told* Louise to *wash* the story off the slate and *give* it to me.

Louise washed the story off the slate and gave it to me. Louise did.

She was very angry and will wash my story off my slate this evening. She was very angry, and *said* that she *would wash* my lesson off my slate this evening.

If this subject is examined carefully it will be found that there are many simple ideas which cannot be expressed at all without these constructions. Suppose a child wishes permission to make inquiry concerning Miss L.'s mother, who is known to be ill. He cannot ask for that permission without using the form, "May I *ask* Miss L. *if* her mother is better?" or "May I *ask* Miss L. *how* her mother is?" or "May I *ask* Miss L. *about* her mother?" He cannot give you the idea contained in this sentence, "Father *old* me *not to lend* my skates to the *boys*," without using the form "*told—not to*," or "*told—that—must not*."

There are any number of similar examples, and a pupil will not wait two, three, and four years before he attempts to express such ideas. If we do not give him the proper language constructions, he will be forced to resort to and depend upon signs—a habit that, from the beginning of a deaf child's school life, should be discouraged and rendered unnecessary as far as possible.

Generally speaking, when a pupil is able to write sentences expressing original connected ideas, using the personal pronouns, the present, past, and future tenses of verbs, and is able to use the imperative mood of verbs and to ask and to answer simple questions, he is ready for *asked, said* and *told*.

He must first be able to understand and correctly use the simple sentences, "I want a new book," and "Please give me a new book," before he can intelligently read or write "John asked Mr. N. for a new book." He must not be required to read or to write, "Mr. N. *asked* me *why* I did not come to school yesterday, and I *said* that I was sick," until he can understand Mr. N.'s question and many

similar ones, and can answer them in correct language.

With an entering class of average age and ability the work which must precede the introduction of *asked*, *said*, and *told* can be done during the first and second years. Then the following constructions should be given. With a very bright class I have given them the first half of the second year.

OUTLINE OF ASKED AND TOLD CONSTRUCTIONS WITH THE VERB TO GO.

(a) <i>Outline of directions to be given by the teacher to a pupil. Ex.: The teacher, addressing Frank, says: "Tell John to go to the door."</i>	(b) <i>Outline of what the pupil must say in carrying out the direction given by the teacher. Ex.: Frank, addressing John, the door."</i>	(c) <i>Outline of what the class writes in telling what has been said. Ex.: "Frank told John to go to the door."</i>
Tell — to go —.	Go —.	— told — to go —.
Tell — not to go —.	Do not go —.	— told — not to go —.
Tell — that — must go.	— must go —.	— told — must go —.
Tell — that — must not go.	— must not go.	— told — must not go —.
Ask — to go.	Please go —.	— asked — to go.
— ASKED — IF —.		
Ask — if — { go } { goes } —.	{ Do } { Does } — go —?	— asked — if — went —.
Ask — if — went —.	Did — go —?	— asked — if — went —.
Ask — if — { shall } { will } go —.	{ Shall } { Will } — go —?	— asked — if — { should } { would } go —.
Ask — if — may go —.	May — go —?	— asked — if — might go —.
Ask — if — can go —.	Can — go —?	— asked — if — could go —.
Ask — if — { want } { wants } to go.	{ Do } { Does } — want to go —?	— asked — if — wanted to go —.
Ask — if — wanted to go.	Did — want to go —?	— asked — if — wanted to go.
Ask — if — { want } { wants } — to go.	{ Do } { Does } — want — to go?	— asked — if — wanted — to go —.
Ask — if — (wanted)	(Did)	— asked — if — wanted — to go —.

Asked, Said, Told.

— ASKED — WHO —.

Ask — who { go } (goes) —.	Who { go } —?	— asked — who went —.
Ask — who went —.	Who went —?	— asked — who went —.
Ask — who { shall } go —.	Who { shall } go —?	— asked — who { should } go.
Ask — who may go —.	Who may go —?	— asked — who might go —.
Ask — who can go —.	Who can go —?	— asked — who could go —.
Ask — who { want } to go —.	Who { want } to go —?	— asked — who wanted to go —.
Ask — who { wants } to go —.	Who { wants } to go —?	— asked — who wanted to go —.
Ask — who { want } (wants) — to go —.	Who { want } (wants) — to go?	— asked — who wanted — to go —.

— ASKED — WHERE —.

Ask — where — { go } (goes)	Where { do } — go —?	— asked — where — went —.
Ask — where — went.	Where did — go —?	— asked — where — went —.
Ask — where — { shall } go.	Where { shall } — go —?	— asked — where — { should } — go —
Ask — where — may go.	Where may — go —?	— asked — where — might go —.
Ask — where — can go.	Where can — go —?	— asked — where — could go —.
Ask — where — { want } to go.	Where { do } — want to go?	— asked — where — wanted to go —.
Ask — where — { wants } to go.	Where did — want to go?	— asked — where — wanted to go —.
Ask — where — { want } (wants) to go.	Where { do } (did) — want — to go?	— asked — where — wanted — to go —.

— ASKED — WHY —.

Ask — why — { go } . . .	Why { do } — go — ?	— asked — why — want — .
Ask — why — { do not } go.	Why { do } — not go — ?	— asked — why — did not go — .
Ask — why — went.	Why did — go — ?	— asked — why — went — .
Ask — why — did not go.	Why did — not go — ?	— asked — why — did not go — .
Ask — why — { shall } go.	Why { shall } — go — ?	— asked — why — { should } go — .
Ask — why — { will } go.	Why { will } — go — ?	— asked — why — { would } go — .
Ask — why — { shall not } go.	Why { shall } — not go — ?	— asked — why — { should } not go — .
Ask — why — { may } go.	Why { may } — { go } — ?	— asked — why — { might go. }
Ask — why — { may not } go.	Why { may } — { not go } — ?	— asked — why — { might not go. }
Ask — why — { can } go.	Why { can } — { go } — ?	— asked — why — { could go. }
Ask — why — { cannot } go.	Why { can } — { not go } — ?	— asked — why — { could not go. }
Ask — why — { want } to go.	Why { do } — want to go — ?	— asked — why — wanted to go — .
Ask — why — { wants } to go.	Why { does } — want to go — ?	— asked — why — did not want to go — .
Ask — why — { do not want } to go.	Why { does } — not want to go — ?	— asked — why — wanted to go.
Ask — why — wanted to go.	Why did — want to go — ?	— asked — why — did not want to go.
Ask — why — did not want to go.	Why did — not want to go — ?	— asked — why — wanted — to go.
Ask — why — { want } — to go.	Why { do } — want — to go ?	
Ask — why — { wants } — to go.	Why { does } — want — to go ?	
Ask — why — { do not want } — to go.	Why { do } — not want — to go ?	— asked — why — did not want — to go.
Ask — why — { does not want } — to go.	Why { does } — not want — to go ?	

Asked, Said, Told.

— ASKED — WHEN —.

Ask — when — { go } —.	When { do } — go —?	— asked — when — went —.
Ask — when — { goes } —.	When { does } — go —?	— asked — when — went —.
Ask — when — { will } go.	When { shall } — go —?	— asked — when — { should } go —.
Ask — when — { shall } go.	When may — go —?	— asked — when — might go —.
Ask — when — can go.	When can — go —?	— asked — when — could go —.
Ask — when — { want } to go.	When { do } — want to go?	— asked — when — wanted to go —.
Ask — when — { wants } to go.	When { does } — want to go?	— asked — when — wanted to go —.
Ask — when — { want } to go.	When did — want to go?	— asked — when — wanted to go —.
Ask — when — { wants } to go.	When { does } — want — to go?	— asked — when — wanted — to go —.
Ask — when — { wanted } — to go.	When { did } — want — to go?	— asked — when — wanted — to go —.

— ASKED — HOW —.

Ask — how — { go } —.	How { do } — go —?	— asked — how — went —.
Ask — how — { goes } —.	How { does } — go —?	— asked — how — went —.
Ask — how — went.	How did — go —?	— asked — how — { should } go.
Ask — how — { shall } go.	How { shall } — go —?	— asked — how — could go.
Ask — how — { will } go.	How { will } — go —?	— asked — how — wanted to go.
Ask — how — may go.	How can — go —?	— asked — how — wanted to go.
Ask — how — { want } to go.	How { do } — want to go —?	— asked — how — wanted to go.
Ask — how — { wants } to go.	How { does } — want to go —?	— asked — how — wanted to go.
Ask — how — { want } to go.	How did — want to go —?	— asked — how — wanted to go.
Ask — how — { wants } to go.	How { do } — want — to go?	— asked — how — wanted — to go.
Ask — how — { wanted } — to go.	How { did } — want — to go?	— asked — how — wanted — to go.

— ASKED — WHOM —.

Ask — — — whom — — — { ^{prp.} go } —.	— whom { do } — go.	— asked — — — whom — went —.
Ask — — — whom — went —.	— whom did — go —.	— asked — — — whom — went —.
Ask — — — whom — { shall } go.	— whom { shall } — go —.	— asked — — — whom — { should } go.
Ask — — — whom — may go.	— whom may — go —.	— asked — — — whom — { would } go.
Ask — — — whom — can go.	— whom can — go? —	— asked — — — whom — might go —.
Ask — — — whom — { want } to go.	— whom { do } — want to go?	— asked — — — whom — could go —.
Ask — — — whom — { wants } to go.	— whom { does } — want to go?	— asked — — — whom — wanted to go —.
Ask — — — whom — wanted to go.	— whom did — want to go?	— asked — — — whom — wanted to go —.

OTHER FORMS.

Ask — for —.	Please give —.	— asked — for.
Ask — what —.	What —?	— asked — what —.
Ask — whose.	Whose —?	— asked — whose —.
Ask — how many.	How many?	— asked — how many.
Ask — how much.	How much?	— asked — how much.
Ask — how old.	How old?	— asked — how old.
Ask — which.	Which —?	— asked — which.
Ask — what the matter —.	What — the matter —?	— asked — what the matter —.

— TOLD — THAT —.

Tell — that — { go } —.	— { go } —.	told — that — went —.
Tell — that — { goes } —.	— { goes } —.	told — that — did not go —.
Tell — that — { do not } go.	— { do not } go.	told — that — went —.
Tell — that — { does not } go.	— { does not } go.	told — that — did not go —.
Tell — that — went.	— went —.	told — that — { would } go.
Tell — that — did not go —.	— did not go —.	told — that — { should not } go
Tell — that — { shall } go —.	— { shall } go.	told — that — { might } go.
Tell — that — { will } go —.	— { will } go.	told — that — { could not } go.
Tell — that — { shall not } go —.	— { shall not } go.	told — that — wanted to go.
Tell — that — { will not } go —.	— { will not } go.	told — that — did not want to go.
Tell — that — may go.	— may go —.	told — that — wanted to go.
Tell — that — { can } go.	— { can } go.	told — that — did not want to go.
Tell — that — { cannot } go.	— { cannot } go.	told — that — wanted to go.
Tell — that — { want } to go.	— { want } to go.	told — that — did not want to go.
Tell — that — { wants } to go.	— { wants } to go.	told — that — wanted to go.
Tell — that — { do not want } to go —.	— { do not want } to go.	told — that — wanted to go.
Tell — that — { does not want } to go.	— { does not want } to go.	told — that — did not want to go.
Tell — that — did not want to go.	— did not want to go.	told — that — wanted to go.
Tell — that — { want } —.	— { want } —.	told — that — did not want to go.
Tell — that — { wants } —.	— { wants } —.	told — that — wanted to go.
Tell — that — { do not want } —.	— { do not want } —.	told — that — did not want to go.
Tell — that — { does not want } —.	— { does not want } —.	told — that — wanted to go.
Tell — that — will let — go.	— will let — go —.	told — that — would not let — go —.
Tell — that — will not let — go.	— will not let — go —.	told — that — would not let — go —.
Tell — that — went to get —.	— went to get —.	told — that — went to get —.

There is a general rule governing all of the *asked* and *told* constructions, and when this is discovered by the pupil he has taken a great step towards their mastery.

The outline kept upon the large slates where the pupils can refer to it has been found of considerable help. These constructions involve a great variety of language, and an entire year can be spent in developing them. I would begin by saying by speech, or by spelling in a manual class, "Ask Alice if she is cold;" "Tell John not to make a noise;" "Ask Mary if she is going home next Saturday;" "Tell Flora that her dress is very pretty;" [see outline column (a)], requiring each request to be properly complied with [see outline column (b)]. I would continue exercises of this character for several weeks—being careful to bring out all the forms in the outline—until a very clear idea of *to ask* and *to tell* is acquired.

I would then require these little conversations to be written out: "Miss S. asked me where I got my new muff and I told her that my sister sent it to me. She said that I must write and thank her for it." [See outline column (c).]

The sequence of tenses must be carefully observed, and much practice in the use of *all the constructions* must be given.

The conversations that naturally occur in the school-room should be utilized, but they should be supplemented by others planned by the teacher to bring out the forms upon which the class is weakest.

The conversations may be carried on in speech, writing, or spelling.

When the child's mind begins to assimilate these new forms they will appear interwoven with other matter in his original composition—in letters, anecdotes of home and school life, news, etc. As long as mistakes occur upon these constructions, the need for more drill upon them is evident. When once mastered, a complete foundation has been laid for future language work.

ANNA C. HURD,

*Chief Instructor in the Oral Department of the
North Carolina School, Morganton, N. C.*

NATURE STUDY.

When the command to subdue the earth and to have dominion over the living things was given to our first parents, the study of nature was set forth as one of the primal duties of man. We certainly cannot be masters of, nor hold the ruling power over, that which to us is mysterious and all inexplicable. History gives us many examples in which mankind has been ruled by a superstition regarding some of the simplest of nature's laws. A deplorable state of affairs; and we pity, too, the individual who piously cons the commandments of the Bible and yet through gross ignorance and blind stupidity daily breaks the laws of God written in earth and sky—laws written in every form of visible nature. There are "sermons in stones, tongues in trees, and books in the running brooks." St. Paul asks, "Doth not nature itself teach you?" Truly, "The Heavens declare the glory of God and the firmament showeth his handiwork."

In answer to the question, "What is the end of nature study?" I would ask, "To what do we owe the great conveniences brought about by the utilizing of light, heat, steam, electricity, the discovery of chemicals and medicines, and the uplifting influence of much of our literature and art, if not to a direct result of the observation and study of nature?"

Miss Sarah Louise Arnold, in her "Waymarks for Teachers," says, speaking of nature study, "The purpose—we state it without attempt at argument—is character building."

Miss Anna E. McGovern of the Iowa State Normal School, in a summary of the aims of nature study, gives the following: "To develop the child's higher nature, ethical and spiritual; to broaden his horizon by making him better ac-

quainted with his physical environment; to increase his happiness; to prepare him to appreciate the literature which nature has inspired; to develop a sympathetic interest in living things; to develop his intellectual powers and to lead the child to a love of nature and the Author of nature."

There was a discussion in the New York papers a few years ago as to whether our modern education has a tendency to increase or decrease morality; and the opinions expressed were about equally divided. Were it advisable to make all education the study of nature the question could not have arisen, for it must elevate, it must create sympathy, and it must bring one into harmony with the Designer of nature. Some one has said, "We are but thinking God's thoughts after him when we discover the beauty or the utility of one of nature's secrets."

Many writers dwell lengthily on the character-building phase of the subject, but there is a decidedly practical side to it. The utilizing and economizing of the forces of nature for our material needs appeal to the writer very strongly. For example, it is found that the kernel from a grain of corn, grown on a stalk bearing two ears, produces a stalk bearing two ears. It is also known that nitrogen turned into the soil in vegetable form—pea-vines for instance—unlocks in the soil the storehouses of food for plant life. The savages of South America, observing nature, learned that the sap from the Cincona bark checked the germs of malaria. Our scientists and naturalists to-day are constantly discovering for us remedies and opening up for our use secrets of nature which render the struggle for existence less a matter for consideration.

In defining nature study its scope should not be limited to the observation and investigation of plant and animal life. To aim at the making of a well-rounded man, we should begin by directing his attention to the vegetable,

animal, and mineral world; and nature study begun in the primary grades may later branch out into Botany, Zoology, Geology, Chemistry, Mineralogy, and Biology. This paper deals mainly with observational nature study and not with experimental.

The teacher who handles this subject should herself be open and receptive to teaching; she should be practical and ready to apply knowledge, and she should be enthusiastic and willing to praise.

We have not all had extensive scientific training, but the teacher who has not may do much for herself. She may take an object and write all she knows about it; she may ask others for information on the points that puzzle her; she may read Burroughs, Thompson-Seton, Thoreau, Hawthorne, and the poets who eulogize nature. She may get much literature of practical value from the Agricultural Department at Washington, and she should "go forth under the open sky and list to Nature's teaching."

I am not in sympathy with the writer who thus expressed himself: "Nature put to the torture yielded up her treasures." It seems to me she yields her secrets to him who would go a-wooing of her. It is "to him who in the love of nature holds communion with her visible forms," that "she has a voice of gladness and a smile of eloquence and of beauty."

Before beginning language with our pupils they may be given studies in nature in clay modeling, drawing, and tracing, and almost as soon as any language has been developed they may be given in dictation and led to express originally such thoughts as: I took a walk last night. I saw the stars; they were bright and beautiful. It is cloudy this morning. The trees are bare now. The grass is dead. It is cold every day. I think it will snow soon. The snow is white and pretty. It will cover the flower seeds and keep them warm. The birds and rabbits will be hungry. They will look for food.

At a little more advanced stage the poem, "O see the pretty snow flakes," may be read and talked about and perhaps memorized.

In the spring we may say: It rained yesterday. Rain makes the grass and flowers grow. The leaves will grow and the trees will be pretty. The birds will build nests. The farmers will plant corn. And so on throughout the seasons. In the autumn Helen Hunt Jackson's poem, "October's bright blue weather," may be read.

In these lessons the pupils may be shown pictures—pictures of the moon and stars, of trees and flowers, of fields of grain, or of a snow scene, and required to tell all they see. This, besides being a language lesson, may be a first step in teaching an appreciation of the art which nature has inspired. Walks should be taken in the open fields and woods at this stage, and the pupils led to observe and express what they see in nature all about.

In teaching with objects, Miss Arnold says, "Never bring an object into the schoolroom for the purpose of teaching names. Do not lose sight of the high purpose of nature study. Get, see, and say, but do not teach him to say until he has seen. No term will present a difficulty when the child has mastered the idea which it expresses. There is a tendency to exaggerate the written record of the observation so that the writing rather than the seeing becomes the end in view." Teachers of the deaf will no doubt agree that greater stress needs to be placed on the writing and the learning of names with the deaf child than with the hearing, and in our work we need to teach common names long before technical names are thought of, as our pupils learn the common names only in the schoolroom.

In observing an object let the pupils tell you what they see. They will perhaps notice unimportant details but the teacher can by questions bring out the facts worth remembering.

In observing a flower or plant we should talk about its stems, leaves, roots, flower, and color, its fruit or seeds, what it is used for, its general characteristics, learn where it grows, and compare it with other plants. Have the pupils draw pictures of it and read something in a book about it if possible. If the plant is growing within reach the child will bring in specimens and want to talk more about it.

If observing a flower we may notice a lack of interest on the face of some boy, but take an animal—the squirrel for instance. He has observed animals all his life and is eager to tell what he knows. A description of its body should be brought out and something of its habits. Tell what any portion of its body is used for. Compare it with other animals and tell where it lives.

We must observe and learn the names of the different parts of the human body, what things will make us sick and what are good for health. Then almost every child likes to talk about birds and their habits, fishes and how they live, and facts about trees are interesting and useful.

A great many *whys* should come in these lessons. Ask why fish are light underneath and dark on top, why the tiger is striped and the leopard spotted, why we have fingers and nails, eyelashes and hair, why the head is egg-shaped being more convex in front.

We may for the sake of a few lessons grow plants in our schoolrooms, watch the germination and growth, and learn the terms expressing the different stages of development, but if this experimenting is continued it should lead to a effort of improvement in the plants grown. School gardens are good, but the work with them should not become routine. If kept up for any length of time the pupils should be led to read agricultural papers in connection with them. They may learn from these what insect life is destructive to the plants, what soil is best adapted to their growth, and how they should be cultivated. The effort should be, not so

much the making of a fine garden, as the gaining of a better knowledge as to how the plants grown may be improved and made to produce more abundantly.

We would make agriculturists, scientists, poets, artists, and sculptors of our deaf pupils. The effort of this paper has been to suggest a beginning that would lead to these ideals. I should like to cite, as a few of the successful examples in these vocations, the names of Douglas Tilden, sculptor; Moore, Redmond, Saxton, and Washburne, painters; Mrs. Peet, Mrs. Scaring, Mrs. Stafford, Mrs. Hanson, Miss Jennings, and Mr. Long, poets; Gerald McCarthy and George Dougherty, scientists; and there are many others whose names are well known in the hearing world.

The trained deaf can, and no doubt do, with our own poet sing:

"And I wish that I could tell them
Of the music that I see
In the buds of Spring unfolding.
And the moving melody
In the motion all about us,
In the birds and in the flowers,
In the happy eyes of children
As they look their love in ours."

ELIZABETH B. AVERY,

*Instructor in the Iowa School,
Council Bluffs, Iowa.*

SCHOOL ITEMS.

California Institution.—During the earthquake of April 18 the tower of Bartlett Hall was snapped off, some of the other towers were injured, and many chimneys were thrown down. The total damage to the buildings is estimated at \$2,500. Happily there was no loss of life and no bodily injury of any sort.

Clarke School.—By the aid of the "Melville Bell Memorial Fund," mentioned in the last number of the *Annals*, the Normal Department of the School is to be enlarged. The number of students will be increased to eight or ten this year and to eighteen or twenty when the accommodations of the School permit.

Croatian Institution.—*Eos* for January, 1906, contains a sketch of Adalbert Lampe, the first teacher of the deaf in Croatia, who died July 19, 1905. Lampe was a deaf-mute, born at Petrinia, Croatia, in 1841. As there was no school for the deaf in that country he was educated in Vienna. There he also learned the trade of book-binding and on returning to his native town worked successfully at this trade for several years. Then he went to Agram, the capital of Croatia, and obtained a government clerkship. In addition to his clerical work he undertook the education of a deaf boy and succeeded so well that, in 1885, he gave up his clerkship and opened the first school for the deaf in Croatia. He taught by the manual method. In 1888 a society was formed to assist in the support of the School, and in 1891 the society gave the funds it had collected to the government, at the same time petitioning that a government institution be established on the oral method. This was done and Lampe returned to his clerkship, which he held until his death.

Florida School.—Mr. Albert H. Walker has been elected head of the School in the place of Mr. William B. Hare, who has been Superintendent for the last six years. Mr. Walker is a son of Mr. N. F. Walker, Superintendent of the North Carolina Institution, and has been Principal of the Literary Department of the Florida School for several years. The title of the chief executive officer is changed from Superintendent to President.

Halifax Institution.—The *Silent Worker* for February and March contains the autobiography of George Tait, a deaf man, to whose exertions was chiefly due the establishment of the Halifax Institution. Mr. Tait was a native of Scotland and was educated at the school for the deaf connected with Donaldson's Hospital, in Edinburgh. He came to Halifax as a carpenter fifty years ago. There, meeting another deaf man from Scotland named William Gray, who had been educated in the same Institution, he persuaded him to open a school for the deaf in Halifax while he himself collected funds for its support. Out of this school grew the present Institution. George Tait died at Dartmouth, N. S., July 23, 1904, aged seventy-six.

Horace Mann School.—Mrs. Sarah Jordan Monro has reprinted in pamphlet form her articles entitled, "Some 'Don'ts' and their 'Whys' to be Observed in Teaching Speech to the Deaf and in Training their Voices," originally published in the *Association Review*. Teachers of speech will find valuable suggestions in this pamphlet.

Indiana Institution.—The *Silent Hoosier* of March 1 contains a description of the new site and building of the Institution, which are to be occupied as soon as they are ready. The grounds comprise seventy-six acres four miles from the center of Indianapolis. "The general plan of building now tentatively agreed upon contemplates a central plaza four to five hundred feet square, with the hospital in the center, surrounded by buildings, the school-house in front, two hundred and fifty feet from the street

line, the dining-hall in the rear, the dormitory group of four buildings for boys upon one side, and a similar group for the girls upon the other. In front and to the right of the schoolhouse will stand the administration building and the residence. To the right and left of the dormitory groups are located the industrial buildings, one for the girls and one for the boys. In the rear of the dining-hall, and connected therewith by the servant-room, is the kitchen-bakery building, to the right of which stands the laundry, to the left the storehouse and cold storage and the greenhouses. To the rear of the whole stand the light and power station, the barn, and the isolation ward for contagious sickness. The various buildings will be heated by steam, lighted by electricity, which will also furnish all power, and be connected by means of tunnels through which will run all pipes and wiring.

"The buildings, no one of which will be over two stories in height above the basement, some only one story, will be constructed of the best quality of common red brick laid in red mortar, with stone or concrete foundations and trimmings, with all partition walls of brick, and with flat gravel or steep tile roofs. The floors and inside finish will be of oak, the basement floors of cement or asphalt, the walls and ceilings of adamant plaster, the window glass of double common strength quality, the hardware of heavy Bower-Barffed iron, the toilet and other similar equipment of porcelain ware, and the outside steps of stone, inside of iron with lead-ribbed treads. There will be twenty-two buildings in all."

We hope to have a full description of the buildings from the pen of Mr. Johnson in a future number of the *Annals*.

Institution for Improved Instruction, New York.—Miss Helen H. Owen, of the Washington Heights School for Children with Defective Hearing, has been appointed a teacher to succeed Miss Madge Marshall, resigned.

Mr. Jacob Fischel, father of a pupil of the Institution, is erecting a bathhouse, 25 x 30 feet, in connection with the gymnasium, as a mark of appreciation of the efforts put

forth by the Institution in the education of his son. The house will be built of brick of the same nature as the main building, will contain showers and lockers for each pupil, and will be a valuable acquisition to the Institution.

Iowa School.—The General Assembly has appropriated \$50,000 for a new boiler house. This is in addition to the \$265,000 previously appropriated for a new fire-proof building.

Kansas School.—Miss Mayme Burnett, teacher in charge of the kindergarten from 1895 to 1905, who resigned her position last summer on account of failing health, died in Portland, Oregon, April 8, 1906. She was an earnest teacher, devoted to the welfare of her pupils.

Kendall School.—This year all the pupils in the Kendall School have individual flower gardens, which they cultivate in their leisure hours with great pleasure and profit under the loving guidance of Miss Porter.

Kentucky School.—A new dining-room and kitchen are to be built at a cost of \$50,000.

Maryland School for Colored.—Mr. John F. Bledsoe, Principal, has been promoted to the position of Superintendent of the Maryland School for the Blind. In the autumn Mr. Lyman Steed, now a Fellow of Gallaudet College, will take Mr. Bledsoe's place in the School for the Colored as Resident Principal, while Mr. Bledsoe will still have the general supervision of both Schools.

Michigan School.—Mr. Edwin F. Swan, the efficient steward who has been at the head of the financial department of the School for the past sixteen years, died April 7, 1906, of catarrhal pneumonia, aged sixty-three. Mr. Swan is pleasantly remembered by the members of the Convention of American Instructors of the Deaf who attended the meeting at Flint in 1895.

Minnesota School.—Dr. Tate has returned to his work greatly benefited in health.

Mrs. Alice Noyes Smith, a valued teacher for the past eighteen years, has resigned to devote herself to home duties.

Mississippi Institution.—The Legislature has appropriated \$78,420 for the erection of a new building for the colored department, has increased the support and salary fund, and has continued the provision for the support of four students at Gallaudet College. The appropriation for this Institution was the only one that passed the Legislature this year unanimously and without being cut down.

New Jersey School.—Mr. George S. Porter, instructor in printing, and Mr. Harry A. Crisp, mechanical engineer, of Trenton, have invented a station indicator for railway trains. It records automatically, no matter which way the train is moving, the name of the station the train is approaching.

North Carolina School.—Mr. and Mrs. O. A. Betts, who have been connected with this School for twelve years, have resigned their positions, Mr. Betts as teacher in the Manual Department and Mrs. Betts as teacher of drawing. Mr. Betts is now engaged in business in Goldsboro, N. C.

Ohio Institution.—The Legislature has made an appropriation of \$30,000 for the erection of a segregated hospital.

Ontario Institution.—The last Report of the Institution, published in 1906, contains the teachers' examination questions that were used at the close of the last session and an outline of the course of study prescribed for each grade. Teachers in other schools will find this publication suggestive and helpful.

Oregon School.—The name of the School paper has been changed from *The Web-Foot* to *The Oregon Outlook*. It is now published semi-monthly instead of weekly.

A change has been made in the hours of school and work. Under the new arrangement two-thirds of the pupils are in

school at one time, and each pupil has a minimum of four hours in the classroom. No teacher of the higher grades has more than fourteen or less than seven pupils at one time. Two-thirds of the pupils receive three hours per day of trades instruction while one-third receives two and two-thirds hours. One hour and three-quarters are allowed for play in the afternoon and the primary grades have more frequent but shorter recess periods.

Virginia School for the Colored.—A bill has passed the State Legislature establishing a school for the colored deaf and blind in Virginia. The credit for this act is largely due to Mr. W. C. Ritter, who has worked unremittingly for its accomplishment during several years. The bill as passed by the Legislature appropriated \$5,000 for the school, but through a clerical error the clause containing the appropriation was omitted before the bill was signed by the Governor. It is a question to be determined by the courts whether the appropriation is available.

Wisconsin School.—Mr. Walker has secured from magazines, advertisements, and the Perry, Hood, and Brown publications a collection of 1,700 pictures for school use. It is shelved in a small room of the school building and classified and catalogued under the Dewey system. We hope Mr. Walker will give in a future number of the *Annals* a description of this collection, and the use that is made of it.

MISCELLANEOUS.

Compulsory Education in Maryland.—The *Maryland Bulletin* of April 11, 1906, says that the State Legislature has passed an act providing that "Every child between six and sixteen years of age, whose hearing or sight is so defective that he or she can not attend public school, shall attend some school for the deaf or the blind for eight months or during the

scholastic year, unless it can be shown that the child is elsewhere receiving regularly thorough instruction during said period in the studies usually taught in the said public schools to children of the same age."

The principal teacher of every public school in the counties and the truant officers of the City of Baltimore are required, within thirty days from the beginning of the school year, to furnish the names of all children who are deaf or blind between the ages named within the boundaries of her or his school district who do not attend school; and the Board of School Commissioners, or Board of Education of Baltimore, are required to certify forthwith such names to the respective Principals of the State Schools for such children.

Penalties for neglect or violation of the act are provided.

The Gallaudet Memorial Parish Building.—It is proposed to create a memorial to the late Rev. Thomas Gallaudet, D. D., by the erection of a parish building for St. Ann's Church, New York City. The present church is situated on 148th Street, just west of Amsterdam Avenue, and is built some twenty-five feet back from the line of the street to permit the erection of such a building as above indicated, which will form a façade to the church edifice and be a center of religious and social life amongst the silent people. Dr. Gallaudet hoped during his lifetime to see the erection of this building, which would have completed the church with which his name has always been associated. This was not permitted, and it is suggested as a most fitting memorial to him that this work be now undertaken. St. Ann's church is used wholly for the deaf.

The new building will occupy a plot of ground about forty-five feet along the street front and twenty-five feet in depth. It will be three stories in height, with a basement, and will be used for the social, religious, and industrial needs of the deaf of New York City. The amount required for "The Gallaudet Memorial Parish Building" will be about \$30,000. Subscriptions may be sent to the Hon. Thomas L. James,

Treasurer, Lincoln National Bank, Forty-second Street, East,
New York, N. Y.

The Deaf-Blind in Prussia.—Ground has been purchased and plans have been made for the building of an Institution for the deaf-blind in Berlin to accommodate fifty pupils. Funds for the work have been provided by the Oberlin Society of Berlin aided by the Province of Brandenburg. According to the Census of 1900 there were 215 deaf-blind persons in Prussia, 22 of them in the Province of Brandenburg. Many of them were in homes for the blind, insane asylums, almshouses, and hospitals.

“La France des Sourds-Muets.”—A monthly periodical by and for the deaf, now in its fourth year, is published at Grenoble. It is called *La France des Sourds-Muets*. The publisher and editor is Joseph Turcan. The price for foreign subscribers is 68 cents a year. The address is rue Casimir-Périer, 4, Grenoble, Isère, France.

Awards from the Louisiana Purchase Exposition.—Since the publication in the January *Annals* of the list of awards to schools for the deaf and to persons interested in the education of the deaf from the Louisiana Purchase Exposition (as furnished by the Secretary of the Superior Jury). Professor Hall has received the following additional list:

Collaborators with the Convention of American Instructors of the deaf:

Gold Medal.

Noble B. McKee, Fulton, Mo.
H. C. Hammond, Olathe, Kan.
Frank M. Driggs, Ogden, Utah.
R. E. Stewart, Omaha, Neb.
C. P. Gillett, Jacksonville, Ill.
D. C. McCue, Fulton, Mo.
J. W. Jones, Columbus, Ohio.

Silver Medal.

H. D. Drake, Berkeley, Cal.

Mr. W. K. Argo, Superintendent of the Colorado School, was awarded a gold medal as collaborator with the American Association of Instructors of the Blind. As this award was due, partly at least, to the sending of the deaf-blind girl Lottie Sullivan and her deaf teacher, Mrs. Veditz, to the Model School, it may properly be mentioned here.

Summer Camps.—"Camp Chocorua" for deaf and hearing boys, which Mr. Davidson has conducted for several seasons, will be continued this summer. Boys are received from the age of eight years upward. Two hours a day are devoted to earnest study and the rest of the time is spent in healthful recreation out of doors under the direction of competent instructors. For particulars address Mr. S. G. Davidson, Mt. Airy, Philadelphia, Pa.

Mrs. Margulies will continue the summer camp for deaf children of both sexes which she opened last season on the island of Nantucket. Regular studies are pursued only in special cases, but there is constant supervision and teaching while at play. For further particulars address Mrs. A. Reno Margulies, 534 West 187th Street, New York City.

We cordially recommend these camps to parents desiring to provide for the physical and mental improvement of their children during the summer.

Proceedings of the Morganton Meeting of the Convention.—The Proceedings of the Seventeenth Meeting of the Convention of American Instructors of the Deaf, held at the North Carolina School for the Deaf, Morganton, North Carolina, July 8-13, 1905, have been printed at the Government Printing Office, Washington, D. C. They make a thinner volume (203 pages) than previous meetings of the Convention, but as the pages are larger and much of the type used is smaller, the actual quantity of reading matter is greater. These valuable

Proceedings are sent free to all members of the Convention. Non-members may obtain them by sending name and address with two dollars, to Professor Percival Hall, Kendall Green, Washington, D. C. By this payment they will also, if they are eligible and if they so desire, become members of the Convention.

The American Association to Promote the Teaching of Speech to the Deaf.—The official call for the Seventh Summer Meeting of the Association, to be held at the Western Pennsylvania Institution, Edgewood Park, Pa., from June 27 to July 3, inclusive, was published in the last number of the *Annals*. The programme is now in preparation and an interesting and profitable meeting is promised. The rate of a fare and a third, on the certificate plan, has been granted by the Central, the Trunk Line, and the Southeastern Passenger Associations and is hoped for from the Western Passenger Association. Full fare tickets to Pittsburg should be purchased and a certificate obtained from the ticket agent. Members expecting to attend the meeting should communicate with Dr. Burt at an early date.

National Educational Association.—Through the courtesy of Miss Schaffer, President of the Department of Special Education of the National Educational Association, we have received an advance programme of the meeting of the Department which was to have been held at San Francisco this summer; but we do not publish it, as the meeting of the Association will probably be postponed until next year out of regard for the great calamity that has befallen our friends in California.

ADVERTISEMENT.

WANTED, by a lady who has had four years experience in a female college, a position in a school for the deaf. Training received in one of the largest State schools. The best of references. Address E., care of the Editor of the *Annals*, Kendall Green, Washington, D. C.

AMERICAN ANNALS OF THE DEAF.

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THE DEVELOPMENT OF THE LEGAL STATUS OF THE DEAF: A COMPARATIVE STUDY OF THE RIGHTS AND RESPONSIBILITIES OF DEAF- MUTES IN THE LAWS OF ROME, FRANCE, ENGLAND, AND AMERICA.*—I.

INTRODUCTION.

Before beginning a comparative study of the legal rights and liabilities of the deaf, it may be well to inquire briefly into the nature of deaf-mutism and to note some of the results which naturally follow when one is born deaf or becomes so in early infancy. Without some appreciation of the psychological questions involved, it is often difficult to determine just what should be the legal status of the deaf-mute. Because the real nature of deafness and the true capacity of the deaf are now understood far better than ever before, the legal status of even the congenitally deaf is not far from normal in our own country, but this has not always been true in English and American law, and is not yet the case in most European countries.

Great changes have been wrought in the intellectual, moral, and industrial status of the deaf since less than a

*A Thesis submitted to the Faculty of Law and Jurisprudence of The George Washington University in part satisfaction of the requirements for the degree of Doctor of Civil Law

century ago the Rev. Dr. Thomas H. Gallaudet established at Hartford, Connecticut, the first permanent American school for the instruction of deaf-mutes; and it is because of these changes in the general condition of the deaf that the legal status of this by no means small class of our people has become more nearly normal. Never before in the history of the world has the condition of the deaf been less unfortunate than it is to-day, and in no other country are their rights so fully recognized as in the American Republic. So fully admitted in theory here are both the rights and the liabilities of the deaf, that at first thought it may appear unnecessary to attempt any discussion of the legal status of the deaf in America.

However, even in the United States it not infrequently happens that the misfortune of deafness seems to open the way for depriving some unfortunate one of his rights, while on the other hand it often turns out that a deaf-mute who is guilty of some crime or misdemeanor will escape punishment simply because the judge or the jury did not appreciate the degree of intelligence of the accused and treated the case with a leniency not warranted by the facts. In reality, a man's deafness ought not to be permitted to interfere in any way with his enjoyment of civil rights; neither should a deaf-mute of sound mind and good understanding ever be acquitted because of his deafness, when he is found guilty of any serious breach of law. Such compassion on the part of those who execute the law is misplaced, and is really an injustice to the many thousands of law-abiding deaf people of the country.

A century ago the deaf-mute in America was generally looked upon as a social, intellectual, and moral pariah. In law the status of the deaf-mute from birth was extremely uncertain; his capacity was considered as scarcely above that of the idiot or the imbecile. The contrast shows what progress has been made. To-day the innate capacity

of even the totally uneducated deaf-mute from birth is recognized. The capabilities of the educated deaf are made evident by their successful attainments in widely varied fields of labor.

Although comparatively little has been written regarding the legal aspects of deaf-mutism, the general literature of the subject from other points of view is ample, especially since the middle of the eighteenth century. Yet even this literature only serves to show how far short of a correct understanding of many of the problems of deaf-mutism were most people prior to the beginning of the nineteenth century. The errors of physicians and philosophers as to the true nature of deaf-mutism have, until comparatively recent times, been among the chief causes of the tardy recognition of the capacity of the deaf-mute and the possibility of his being fitted to assume a normal status in the community.

Deaf-mutism is either congenital or adventitious. A deaf-mute, strictly speaking, is a person who, having been born deaf or having lost his hearing in infancy, has not acquired the power of speech. A person born deaf will remain mute unless he be given special instruction in speech. A child that is not born deaf will naturally learn to speak by subconscious imitation of the speech of those with whom he associates. However, if such a child become deaf, or so nearly deaf as to be unable to hear the voices of those about him, he will in a short time become dumb, unless his friends make untiring efforts to preserve his speech. Thus the adventitiously deaf, who become so in early infancy, may also be classed as deaf-mutes. Muteness is simply the consequence of deafness. But deafness prevents the child who is born deaf or who becomes so at a tender age from acquiring language in the ordinary way. For centuries it was held that deafness from birth shut off the unfortunate so afflicted from all possibility of acquiring

language, written and spoken. And herein is found the main reason for the exclusion of deaf-mutes from birth from legal privileges which they now enjoy in our own country even though they may be illiterate.

The deaf-mute, deprived as he is by nature or accident of the ordinary avenue for the acquisition of language, employs naturally a language of gestures, which he seems to master without apparent effort just as the hearing child acquires speech through the ear. There are in reality three distinct types of language; spoken, written, and pantomimic. And the language of gestures is a language just as truly as is spoken or written language. It is the natural language of the deaf, but as it was not recognized as a language separate from written and spoken until modern times, a deaf-mute not knowing how to write or speak was deprived of the exercise of many of his legal rights, and was presumed to be incapable of any considerable degree of mental development. As has been well said, language is indeed, next to life and intelligence, the most precious possession of man; for by it he manifests his thoughts and his wishes, his impressions and his sentiments. It distinguishes man from the lower animals. By means of it he acquires knowledge through the experience of his fellow men. But spoken language for the congenitally deaf is always an artificial medium and must needs be most laboriously acquired, whereas it is perfectly natural for the hearing child to use speech. The ear is the natural channel for the acquisition of speech; the eye an artificially cultivated one. Hence, even with the best possible oral training, the speech of the congenitally or quasi-congenitally deaf person must be artificial. But the sign language is to the deaf-mute what spoken language is to the hearing person. Both the deaf and the hearing must learn written language by conscious effort; yet the hearing child has

the decided advantage in that spoken and written language are alike composed of words, whereas the sign language is ideographic; a picture language so to speak. Hence, the deaf child from birth or early infancy has little or no conception of verbal language without special instruction; therefore, both the spoken and the written forms of language are quasi-foreign to him. Herein lies the great difficulty in the education of deaf-mutes; and because of his inability to use correctly the language of the people with whom he lives, the average deaf-mute is not generally credited with the degree of intelligence which he really possesses. The foreigner who does not understand and use correctly the language of his adopted country is not because of this fact considered as wanting in intelligence; neither should the intelligence of the deaf-mute be judged simply by his command of a language which he has never heard spoken, and with the written forms of which his experience is relatively limited. The bearing of this difficulty of the deaf-mute on his legal status will be apparent even to the superficial observer. The illiterate deaf-mute when brought into court for any cause should be regarded as in a position analogous to that of the foreigner, and should be provided with a suitable interpreter, one who will be able to communicate freely with him in his own natural language. But at the same time he is a citizen entitled to the exercise of all his privileges as such, and his civil status should approximate the normal as nearly as his infirmity of deafness will admit.

Mutism is the direct consequence of deafness from birth or early infancy. Aristotle, Pliny, and other ancient writers make mention of the fact that all those born deaf are also dumb,* but in none of their statements is there found any evidence that the real connection of the two

*Aristotle: "*Hist. Animal.*," bk. iv, c. 9; Pliny: "*Hist. Nat.*," x. 69.

THE INSTRUCTION OF THE DEAF BY MEANS OF PICTURES.

LET me disclaim at the outset any assumption that this article will set forth anything new in the educational world. Not always is it a new thing that we need. It is sometimes a great thing to recognize the value of many of the good old ways and to feel such renewed conviction of that value that we are impelled to follow those ways with all our might. This is frequently the path of highest efficiency in teaching. Nothing more than a recognition of the above truth has led to the organization of what I may term a picture library, in the Wisconsin School for the Deaf.

For many years all good teachers have recognized the value of reaching the eye of the student through pictures. No argument is needed in support of the proposition that pictures are of more value in schools for the deaf than they are in schools for the hearing. Valuable as they are everywhere they are of double value to us.

There are probably very few teachers anywhere who have not collected a few serviceable pictures for the instruction, entertainment, or inspiration of their pupils, but this is not teaching by pictures, as I understand it. There must be something farther reaching and more systematic than this. Practically all the ideas susceptible of picture representation that teachers of the deaf ever wish to implant in the minds of their students ought to be in a school for the deaf in such picture form. History, geography, biography, the sciences, the development of modern industries, animal and plant forms, can all be illustrated to the eye.

A collection for this purpose means from six to twelve thousand pictures. This very number makes it impos-

sible for the teacher to find any given picture at a moment's notice. Not being able so to find it she does not use it at the psychological moment for its greatest usefulness; hence we are forced not simply to a collection of pictures, but to a systematic arrangement of that collection, so that at any time a teacher may secure immediately any picture she may happen to desire, just as one may go to a library containing a hundred thousand volumes and put his hand upon a required book without loss of time. I can best illustrate what I mean by describing what we are doing here.

We have collected about three thousand pictures. It is so easy nowadays to make picture collections that one needs to establish an ideal at the outset. Wise rejections are of quite as much value as wise selections. From the illustrated standard magazines; from printed advertising matter sent out by railroad, steamboat, and summer-resort companies; from the purchase of such pictures as the Perry, the Brown, the Hood, and the Mumford collections; and from advertising catalogues of countless industries, we have gleaned a wonderful assortment of pictures. We have discarded a much larger number than we have mounted. It is worth while to set an ideal high. Many pictures from the above-mentioned sources are too small; many are indistinct; many have no permanent value. On the other hand, many are of inspirational or instructional value because of what they represent, and because of the distinct and artistic way in which they represent worthy things.

Dynamical rather than statical pictures are desirable. Pictures that show forces and processes and movements mean more than those that merely show things. Let me illustrate. A picture of a cotton plant is good, but not nearly so good as a group of pictures showing all the modern steps in cotton culture and manufacture. We have in

one group an excellent picture of a cotton plant with the cotton bolls just opening. In the same group are two showing cotton culture, one by the antiquated mule and "darkey," the other showing a sulky cultivator drawn by two prosperous looking mules driven by a negro bearing equal evidence of prosperity. There is also the cut of the recently invented machine for cotton picking, just invented by Mr. Appleby, a Wisconsin man. Two pictures show the method of ginning and baling the cotton for market; several show the different methods of transportation to market, one by barge in a southern lagoon, another by a Mississippi River steamboat; another shows long trains loaded with the bales of the fiber. Pictures of looms and mills show the manufacture, and last we have mounted the different kinds of cotton fabrics so that the children may feel their texture as well as see them. Not all cotton fabrics need be so mounted. We have the typical ones whose names the children should know, such as calico, gingham, sheeting, etc.

Pictures of the common-place utensils and machinery can be had from catalogues. Our collection includes ordinary pieces of farm machinery, harness with parts named, artisan's tools, furniture, etc.; these are especially valuable with the younger children. It frequently happens that deaf pupils are familiar with tools and machinery whose names are not a part of their vocabulary.

We have the pictures of common birds and animals, common not only to our locality, but those whose names are common in the literature of travel. We have many geographical scenes illustrating modes of life, human types, and natural scenery in all parts of the world. Homes of important characters make another interesting group. It is not necessary here for me to describe further, but the above will suggest to any one how few are the fields of human endeavor that cannot be illustrated to the eye.

When our collection is made we have but entered upon our work. The mounting should be carefully done. A paste should be used somewhat like that used by photographers; the pictures should be trimmed with exactness so that no narrow white marginal lines show upon the mounts. The placing of the pictures upon the mount is a matter of importance. The picture should be placed upon the mount and the location of its corners be determined by measurement and marked by lead pencil before the paste is put upon it. No eye is accurate enough to place pictures upon mounts properly without such measurements.

We use mounts of four colors, a brown, a green, a steel blue, and a light gray. These shades permit very effective color schemes. We use ten-ply board of four sizes, 22 x 28, 11 x 14, $7\frac{1}{2}$ x $9\frac{1}{2}$, $5\frac{1}{2}$ x 7. These sizes cut without waste from the standard cardboard. With our pictures thus collected, selected and mounted, we are where a large library would be with an extensive purchase of books on its hands. We must now accession, classify, alphabet, catalogue, and card-index the collection. These are the things that make the collection a serviceable instrument in the hands of the teachers. These are processes that can be performed by a trained librarian only. For that purpose we secured a librarian who spent five weeks with us merely to start us upon this work. Having once been carefully started we can follow it ourselves. We use the Dewey system of classification commonly used in public libraries.

Our picture collection has only just been put in commission; it has hardly gotten beyond the stage of novelty yet. It does not yet include a wide enough range of subjects. Our shelf room and our card index are planned for a collection of fifteen thousand, of which we have only three thousand at present. You will see therefore that I am not writing of a finished thing but of an idea in progress;

it is, however, an idea in which I have great confidence, and this article is written not so much to urge the teaching of the deaf by means of pictures, as to insist that if the deaf are to be taught by means of pictures, then every school for the deaf should have a collection as wide in its scope as can possibly be collected; and to insist further that the collection will have no value unless it be as thoroughly accessioned, card-indexed, etc., as is a large library.

E. W. WALKER,
*Superintendent of the Wisconsin School,
Delavan, Wisconsin.*

THE PROCESS OF AUDITION AND THE MECHAN- ISM WHEREBY IT IS EFFECTED.*

A source of sound may be considered as consisting essentially of an oscillating body immersed in air.

Considering the to and fro movements which take place toward or from the listener's ear, we may note that each time the movement is toward the ear the air particles in the immediate vicinity are struck a blow in the direction of the ear, much as a billiard ball might be struck by a cue. They shoot off under the impulse in the direction of the ear, but can go only a very little way before they are arrested by collision with other air particles which take up the movement. Much as an impulse may be transmitted through a line of billiard balls by successive collisions of ball with ball, so the aerial impulse is transmitted through the free air by successive collisions of air particles with air particles. When the impulse finally reaches the listener's ear the air particles in the external ear are crowded

*Extracted, by permission, from the Report on the Census of the Deaf, 1900. Washington, 1906.

together by the shock and are thus condensed in the passageway, or meatus, causing increased pressure upon the drum membrane of the ear, pushing it in a little way (Diagrams 1 and 2*).

When the motion of the oscillating body is from the ear an opposite effect is produced, resulting in rarefaction of the air in the external ear, causing a lessening of pressure upon the drum membrane.

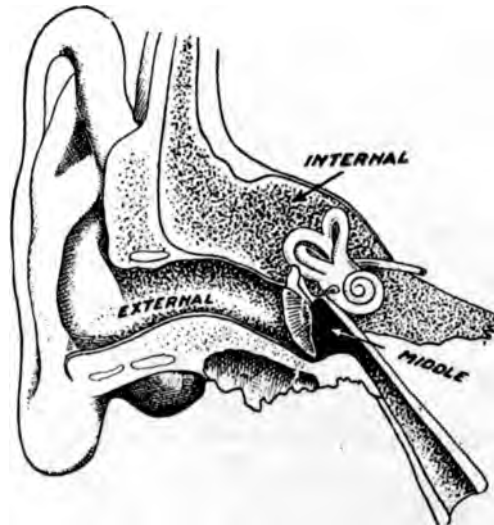


DIAGRAM 1.

A source of sound thus operates to produce alternate condensations and rarefactions of the air in the external ear, causing vibratory movements of the tympanic membrane. The membrane moves inward when the air pressure is increased and outward when it is diminished.

The middle ear contains a mechanism for transmitting the vibrations of the membrane to the liquid contained in the inner ear (Diagram 2). This consists of a series

*Diagram 1 presents a sectional view of the human ear, and Diagram 2 an enlarged plan of the organ of hearing.

of small bones, or ossicles, of which the malleus, or hammer-head, is attached directly to the tympanic membrane. The stapes, or stirrup-shaped bone, at the other end of the series acts somewhat like a piston. Its flat end is attached to a membrane covering the oval opening into the labyrinth. The transmitting mechanism of the middle ear thus consists essentially of a piston operated by a stretched membrane. When the tympanic membrane moves inward, the stapes, or piston, is also pushed inward, thus exerting increased



DIAGRAM 2.

pressure on the liquid in the labyrinth. When the tympanic membrane moves outward the pressure on the liquid is relaxed.

The liquid contained in the internal ear is thus subjected to changes of statical pressure; but in the coiled-up portion of the labyrinth known as the cochlea, or snail shell, there is also a to and fro movement of the fluid itself, resulting from the elasticity of the membrane covering the second opening into the labyrinth (the round window). The passageway of the cochlea is divided longitudinally into two distinct channels communicating only at the tip—

shaded differently in the drawing (Diagram 2). When, therefore, the stapes or piston is pushed in at the oval window, an actual displacement of the fluid in the cochlea takes place, traveling up one channel and down the other and bulging out the membrane of the round window. The to and fro movement of the liquid in the cochlea causes a corresponding movement of the hairs, or rods, that line the passageways, and which are connected with the terminals of the auditory nerve.

There can be little question that the true organ of hearing is located within this coiled-up portion of the labyrinth (Diagram 2), but its exact nature and mode of operation are obscure.

The organ of Corti, which is found here, bears a curious resemblance to a musical instrument containing multitudes of rods of different lengths, which are supposed to be tuned to respond to different pitches of sound—a sort of harp in miniature within the ear. The single vibration which alone is transmitted to the internal ear—the resultant of all the sonorous vibrations that exist in the air outside of the ear—is supposed to be here analyzed into its constituent musical elements by the sympathetic vibration of those rods of Corti which correspond to them in pitch. The organ of Corti, however, may not be so essential to hearing as is commonly supposed, for it seems to be totally wanting in parrots and other birds that imitate, and therefore perceive, the sounds of human speech.

At the other end of the labyrinth from the cochlea, the curious arrangement of the three semicircular canals is worthy of note (Diagram 2)—an arrangement in which the plane of each canal is substantially at right angles to the planes of the other two, thus reminding us of the three planes used by mathematicians in coordinating directions in space.

The semicircular canals do not seem to be concerned in the process of hearing, although it is obvious that they constitute a sense organ of some kind, because they are plentifully supplied with nerve filaments connected with hairs, or rods, as in the case of the cochlea. Under the influence of sound vibrations transmitted to the liquid of the internal ear by the to and fro movement of the stapes at the oval window, the liquid in the semicircular canals is subjected to changes of statical pressure, but without the to and fro displacement of the fluid, as in the case of the cochlea. If, however, the head should be moved in any direction, displacements would be produced by the inertia of the fluid. These displacements would differ in the three canals, according to the direction and extent of the movement. It is probable that the semicircular canals constitute a special sense organ whereby we perceive the direction and extent of bodily movements. After waltzing continuously, a sensation of dizziness is usually experienced for some time after stopping, which is probably due to the continued movements of the liquid in one of the canals. Many totally deaf persons fail to experience any sensation of dizziness under such circumstances; and they experience a difficulty in walking steadily in the dark. It is probable that in such cases the injury to the ear has extended to the semicircular canals, so that the persons have lost the use of an organ intimately connected with the instinctive balancing of the body while in motion.

The true organ of hearing seems to be hidden away in the convolutions of the cochlea; but, as it is immersed in a liquid, it is not directly accessible to sound vibrations. The capacity for hearing may exist, and yet the person may be deaf on account of some defect in the transmitting apparatus. Perfection of hearing, therefore, depends



upon the proper functioning of the tympanic membrane and the transmitting mechanism of the middle ear.

The tympanic membrane must be suitably stretched in order to be sensitive to delicate changes of air pressure in the external ear. It differs from an ordinary stretched membrane in not being flat. It is somewhat conical in shape, with the concavity outward, thus resembling, to a certain extent, the under surface of an open umbrella. It can be stretched to a greater or less degree by movements of the malleus, to which it is attached. A very slight movement inward of the end of the malleus increases the tension; and the act of listening consists in the adjustment of certain muscles attached to the malleus, whereby the proper tension of the membrane is secured. There is thus an accommodation of the ear to feeble sounds comparable to the accommodation of the eye for near vision—an adjustment of the focus, so to speak.

A stretched membrane is most sensitive to transitory impulses when the normal pressure of the air is the same on both sides of it. The pressure of the air within the middle ear tends to push the tympanic membrane outward, and the pressure of the air in the external ear tends to push it inward. When these opposite pressures just balance one another the membrane is free to be acted upon by the transitory impulses of sound, without being impeded by an unbalanced pressure from within or without. The external pressure of the atmosphere is subject to change, and without some means of introducing air into the middle ear or removing air from it when necessary, the tympanic membrane would constantly be working at a mechanical disadvantage on account of unbalanced pressures. The Eustachian tube affords the means. Through its agency a communication is established between the middle ear and the back part of the mouth (the pharynx). During the act of swallowing saliva the end of the Eustachian

tube in the pharynx is opened, thus permitting free communication between the external air and the cavity of the middle ear, resulting in equilibrium of pressure on both sides of the tympanic membrane. The Eustachian tube also serves as a drainage tube for the middle ear, preventing secretions from accumulating there.

ALEXANDER GRAHAM BELL,
Washington, D. C.

THE ANNALS.

WHILE in search of some special information, the writer recently had occasion to go minutely and for the first time over the complete Index to the fifty extant volumes of the *Annals*, both that of Authors and of Subjects.

No one interested in the deaf, and especially no instructor of them, can do this without rising from the task—and it is a task of many hours, even of days—profoundly impressed by the contents and character of the work as a whole. However high may have been his opinion of the *Annals* before, this general review, *coup d'œil* though it be, will heighten that opinion. This will be so because he will find in these volumes almost every important fact, keen thought, and deep feeling concerning the deaf, their education and welfare, that has found record among men from the first mention of them in the most Ancient of Books down to his own days. He will find these facts, thoughts, and feelings stated, elaborated, discussed from every view-point by hosts of men and women fitted by rich experience for that act;—discussed, too, with a clearness, cogency, breadth, and moderation of statement in controversy that cannot fail to win his admiration and command his respect. If, like the writer, he is only in

search of some special information, he will, as his eye runs down the line, be constantly led into regions that he did not set out to explore. What did this authority think on this subject in which I am daily interested? I know these men were antagonists; what do they say to support their opposing views? This writer is my colleague; what is his stand on that question? This man was mine own familiar friend; does his biographer here do justice to his memory? This noted deaf man has been long out of school and fighting the battle of life; what does he think of this matter? What do these statistics record, and what are the inferences they enforce?—and so on from A to Z, through more than 350 pages of close-set contents.

The reviewer will be struck by the breadth and candor of the successive editors of these volumes. Each of them indeed has his own opinions, and states them, if firmly, still modestly; but, plainly, each and all of them have aimed not to dominate the views of others, not to make the publication an organ of any clique, not to erect or set it to defend some chosen citadel, but rather to make it the broad arena wherein every courteous thinker and poet and truth-seeker and theorist and disputant should have a fair hearing. No publication could more fitly have inscribed upon its every title-page *Tros Tyriusque mihi nullo discrimine agetur*.

The reviewer will be sure to see that he could not, save by years of labor, have arrived at a full and just conception of the treasures stored in the *Annals*, except by the aid of its Index. For that the Index is as necessary as a handle to its blade. This Index is remarkably full, clear, complete. It is as perfect in its way as the half a hundred volumes whose contents it makes usable and serviceable, and there must have gone to the making of it an untold amount of thought, labor, pains and patience.

Finally the reviewer will rise with the conviction that the *Annals* practically records from the beginning "the world's work" in regard to the deaf, and with an intelligence, ability and devotion equaled in few other lines of human effort, and not surpassed in any unless it be that of medical science, in which this also shares; he will feel too that the school is wise which makes a complete set of the work and its Index easily accessible to its officers and instructors; and he, if himself an instructor, will have a wider comprehension, a keener appreciation of the work in which he is enlisted, and a sincerer admiration and respect for those who have gone before him in that work, or are still toiling at his side.

AMOS. G. DRAPER,
Professor in Gallaudet College,
Washington, D. C.

THE TWELFTH CENSUS OF THE DEAF OF THE UNITED STATES, 1900.

The law relating to the Twelfth Census of the United States originally limited the inquiry concerning the deaf and the blind to those who were in institutions. Through the zealous efforts of Dr. Alexander Graham Bell, aided by the heads of schools and other friends of the deaf and the blind, Congress was persuaded to remove this limitation and extend the inquiry of the census to all of the "deaf, dumb, and blind" in the country. Even this extension did not apparently promise results of much value, for the amendment which permitted it contained this proviso: "*provided*, that in taking the census of said classes the inquiries shall be limited to the following four questions, namely: name, age, sex, and post-office address."

But there was in this amendment an opportunity for more inquiries than Congress probably had any idea of. The law having been passed and the census taken in accordance with its provisions, the Director of the Census appointed Dr. Bell "Expert Special Agent of the Census Office for the preparation of the report on the Deaf and the Blind" and empowered him "to conduct in his own name the correspondence relating to this branch of the census inquiry." This empowerment Dr. Bell, with the approval and concurrence of the Director of the Census, interpreted in a very broad sense, and he proceeded to obtain, through correspondence with the persons reported as deaf or blind or others acting for them, full information concerning the age when deafness or blindness occurred, the extent of the disability, its cause, the school attendance, the consanguinity of parents, the existence of similar disability in fathers, mothers, grandparents, brothers, sisters, uncles and aunts, and the occupation followed for a livelihood. The result is a census report concerning the deaf and the blind * quite different from those of former years and far superior to them in many respects. We note the following points of superiority in the report concerning the deaf:

1. First—and this is really inclusive of all the others—the entire report is the work of a man who is not only an expert in statistics, but is also thoroughly familiar with the special subject of the deaf. This has never been the case in previous censuses. Persons familiar with the deaf have sometimes been consulted with respect to the investigation and their advice has been followed to a greater or less extent, but never before has such a person had full power to determine the scope of the investigation, to direct the tabulation to be made from the data obtained, and to prepare the report.

* "Department of Commerce and Labor. Bureau of the Census: S. N. D. North, Director. Special Reports. *The Blind and the Deaf, 1900*." Washington: Government Printing Office. 1906. 4 to, pp. 264.

2. The report covers a wide range of investigation concerning matters of great interest and importance. In 1890, it is true, the questions asked by the enumerators were more numerous even than those of Dr. Bell's inquiry, but the returns in many cases were incomplete and untrustworthy, and some of the most interesting points upon which information was gathered were ignored in the published report. The present report includes statistics concerning the age when deafness occurred, the geographic distribution of the deaf, the degree of deafness, the ability to speak and to read the lips, the means of communication employed, the sex, race and nativity, the causes of deafness, the consanguinity of parents, deaf relatives, the age at the time when the census was taken, the school attendance, and the occupations of the deaf. In connection with the causes of deafness, Dr. Bell gives the simplest and clearest description of the process of audition and the mechanism whereby it is effected that we have ever seen. It is reprinted elsewhere in the present number of the *Annals*.

3. The information upon which the report is based comes from trustworthy sources. Previous reports have been based upon the returns made by the census enumerators, many of whom have always been indifferent or incompetent. Dr. Bell has used the returns of the enumerators merely as preliminary data for further inquiry, and his report is based upon information obtained through direct correspondence with the deaf themselves or persons acting for them.

4. The deaf and the blind are entirely separated from the unrelated classes with which in former census reports they have been more or less closely associated. The climax was reached in the census of 1880 when they were coupled with the feeble-minded, the insane, paupers, and criminals

under the general head of "the defective, dependent, and delinquent classes."

5. The tables deal for the most part with the deaf of the whole United States rather than with those of the individual states, territories, and counties. This has the advantage of affording the largest possible aggregates for the tabulated results, while the statistics of individual states, territories, and groups of states and territories are given with sufficient fulness for the comparison of one part of the country with another.

6. The persons reported as deaf are classified upon a scientific basis. In the censuses from 1830 to 1870, inclusive, only the "deaf and dumb" were reported, and the determination of the persons constituting this class was left to the enumerators, many of whom were incompetent. In 1880 the "deaf and dumb" were reported, and the enumerators were instructed to return as such all who became deaf under sixteen years of age, whether they could speak or not. In 1890 all the "deaf," whether they could speak or not and without reference to the age when deafness occurred, were included, and an attempt, which did not succeed very well, was made in the Census office to distinguish the "deaf and dumb" from the "deaf but not dumb." In the present report all the "deaf" are included as in 1890, but they are classified upon a scientific basis. The classification is based not upon their ability to speak, which in the case of a deaf person may be an acquired condition varying from time to time, but upon the age when the deafness occurred, which is a natural and invulnerable condition. The whole body of the deaf are thus divided into two broad classes: those who became deaf under the age of twenty* and those who became deaf later

*We regret the term employed in the report to designate those who became deaf under the age of twenty, "deaf from childhood," for "childhood" in the common understanding of the word does not continue until the age of twenty.

in life. The age of twenty rather than sixteen is adopted because schools for the deaf generally admit pupils up to that age. There are numerous other subdivisions of the deaf in the report, all of more or less value in the opportunity they afford for instructive statistics.

7. The assigned causes of deafness are scientifically classified according to their effect on the ear instead of being merely recapitulated. They are also considered in connection with hereditary influences as shown by the consanguinity of parents or the existence of deaf ancestors or other relatives.

8. The occupations of the deaf are classified in the same way as those of the general population and are compared with them. There are also interesting comparisons between the occupations of the educated and uneducated deaf, of those who became deaf at different periods of life, of the speaking and non-speaking deaf, etc., etc.

9. The tables are accompanied by graphical diagrams, giving at a glance the important features of the tables and showing their relations to one another. Diagrams were used to some extent to illustrate the tables in 1870 and 1880 but they are much more numerous in the present report.

In the respects above mentioned Dr. Bell's report marks a new era in the statistics of the deaf and establishes a high standard of excellence for future censuses. But with all its merits it fails entirely, we regret to say, in what is generally regarded as the most important feature of a census report. It is not even approximately correct in its statement of the total number of the deaf. The number stated is 89,287. Of this number 51,861 persons—considerably more than half—could hear well enough to understand loudly shouted conversation. These persons ought not to have been included in the census of the deaf. It was the original purpose and desire of the census authorities that they should not be included. The instructions given to the enumera-

tors were expressly intended to prevent them from being included. The instructions read:

"After completing the enumeration of all the members of a family, you will ask whether all the persons just enumerated have good sight and hearing—that is, can see well and hear well. For all such persons no further inquiry need be made; but if you find that some member of the family can not* . . . hear well, you will then ask whether he or she can hear well enough to understand loud conversation; and should it appear that the hearing is so seriously impaired that the person can *not* be made to understand what people say, even when they shout, you will note such person as 'Deaf,' even though, as a matter of fact, he or she may have some slight power of hearing."

How did it happen that (as was ascertained from subsequent correspondence) in more than fifty thousand cases the enumerators disobeyed their instructions and recorded as "Deaf" persons who could hear well enough to understand loud conversation? Dr. Bell's explanation is this:

"It must be difficult for enumerators, who are usually strangers to the persons they return, to decide definitely whether a person is or is not totally deaf; and we must credit the enumerators of the present census with the intention of fulfilling their instructions to the best of their ability. It is therefore probable that the majority of the partially deaf persons returned were laboring under serious defects of hearing, and were not simply 'hard of hearing.' They are believed, as a class, to be persons so deaf that it required correspondence with the persons themselves to ascertain the fact that they were not totally deaf."

But the enumerators were not required "to decide definitely whether a person is or is not totally deaf." They were furnished with the simple test of asking whether the person could hear well enough to understand loudly shouted conversation, and they were directed to make their record in accordance with the reply received to this question. Admitting with Dr. Bell that we must credit them with the intention of fulfilling their instructions to the best

*The words omitted relate to the blind.

of their ability, we believe that their failure to do so was largely owing to the unfortunate wording of their instructions. To the intelligent, educated readers of the *Annals* no doubt the language of the instructions is sufficiently clear. But many of the enumerators were unintelligent and uneducated. Misled by the complicated construction of the long sentence which specifically directs them whom to record as "Deaf," and especially by the concessive clause which follows the words "you will note such person as 'Deaf,'" they probably failed to appreciate the force of the negative particle in the preceding conditional clause (printed in italics in the above quotation from the instructions, but not so printed in the original), and thought that they were desired to return as "Deaf" a person whose hearing is so seriously impaired that he can be made to understand what people say only when they shout.

These 51,861 erroneously returned cases are included in the report under the head of "partially deaf." The only reason assigned for their inclusion is that they "were too numerous to be ignored in the tabulation of the results." This seems an insufficient reason; nay, it seems rather an additional reason why they should not have been included; for the more numerous the errors in the returns the more they vitiate the results. These erroneously returned cases of the deaf ought simply to have been dropped from the record, as for various causes were 35,725 cases of the blind returned by the enumerators, and as were all the other cases of the deaf that Dr. Bell was not able to verify by subsequent correspondence; or, if the information obtained concerning them through correspondence seemed too valuable to throw away, it ought to have been presented entirely separate from that concerning the cases properly returned. We regard their inclusion in the census of the deaf as a grave error for the following reasons:

1. They do not belong to the class of persons whom the census is supposed to report upon.

2. Their return by the enumerators, as has been shown, was contrary to instructions.

3. They have no value even as a statement of the number of persons in the United States whose hearing is imperfect but who can hear well enough to understand loud conversation, for it is to be presumed that a majority of the enumerators, comprehending and obeying their instructions, did not return such persons as "Deaf."

4. They seriously impair the value of the tabulated results, except those in which the "totally deaf" and the "partially deaf" are tabulated separately.

5. They swell the total number reported far beyond its proper proportions.

Omitting the 51,861 erroneously reported cases, we have 37,426 as the number of the deaf* in the United States. This undoubtedly is less than the actual number, for, aside from any omissions that may have been made by the enumerators, only such persons are included in the report as replied to Dr. Bell's circular letters of inquiry. How many names were thus eliminated from the returns does not appear, but it is stated that "several thousands of circular letters of inquiry, sent out to the addresses of persons reported as deaf by the enumerators, failed to bring any reply, in spite of repeated requests for information. These cases were therefore thrown out from the investigation as resting upon insufficient evidence." Among these rejected cases there must have been many

*In the report these properly reported cases are called the "totally deaf" to distinguish them from the 51,861 erroneously reported cases. We do not understand that the word "totally" as used in the report is to be taken in its literal and usual sense, but that it is employed to designate all persons who are too deaf to understand loudly shouted conversation. Probably very many of these persons are not *totally* deaf in the literal and usual meaning of the term.

genuine cases of deaf persons who for one reason or another failed to reply to Dr. Bell's circular of inquiry. We regret the loss of the genuine cases, but we approve of Dr. Bell's action in rejecting such as could not be verified. It is certainly better to have an incomplete return of the deaf and trustworthy information concerning them than a much larger number of cases and no assurance that they are genuine. Dr. Bell's method of gathering the statistics of the deaf is fully justified by the results and we hope it will be continued in future censuses. With more judiciously worded instructions to the enumerators, and with a body of intelligent, well educated, and specially trained enumerators, appointed on the ground of fitness and not of petty services to the party in power, such as we have reason to hope for in the next census, we may expect the same plan to yield reasonably complete and accurate returns as a basis for further inquiry. For such further inquiry also Dr. Bell's method of procedure furnishes an excellent model.

We hope to consider some of the details of the report more fully in a future number of the *Annals*.

E. A. F.

THE SEVENTH SUMMER MEETING OF THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

The Seventh Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf was held at the Western Pennsylvania Institution, Edgewood Park, Pa., August 25 to 31, 1906. The total enrolment exceeded two hundred, a large proportion of those present being women. The attendance was perhaps not so large as it might have been had the meeting been held at the time originally planned, but all those present appeared

to take a deep interest in the proceedings from first to last. The guests began to arrive Friday evening, and so charmingly did Dr. Burt, his estimable wife, and his admirable corps of officers and instructors entertain them that many remained during the entire meeting, being loath to leave even when the final hour for parting came.

In addition to the entertainment furnished at the Institution there were tours personally conducted by officers of the Institution nearly every afternoon and evening to a number of the many places of interest in and around Pittsburgh. The only regret expressed by any of the visitors was that there was not more time available for the enjoyment of these pleasures. Among the many places visited were the Armstrong Cork Works, New York and Cleveland Gas Coal Mines, Homestead Steel Works, Westinghouse Electrical and Manufacturing Plant, Heinz Pickle Factory, Pittsburgh Industrial Exposition, and the various parks and theatres. There were automobile rides, trolley rides, and last but not least in the eyes of some, opportunities to see a number of good baseball games.

At half past two Saturday afternoon the opening session began with an invocation by Rev. J. E. WRIGHT, D. D., of Pittsburgh. Then followed the addresses of welcome by Hon. JOHN B. JACKSON, President of the Board of Directors of the Western Pennsylvania Institution for the Deaf, Dr. WILLIAM N. BURT, the Superintendent, Dr. SAMUEL HAMILTON, Superintendent of the Allegheny County Schools, and Dr. SAMUEL B. McCORMICK, Chancellor of the Western Pennsylvania University. The welcome given by Mr. Jackson on behalf of the Directors was most cordial, as was that of Dr. Burt, who made a speech that was especially appropriate and felicitous. The addresses by Dr. Hamilton and Chancellor McCormick were listened to with much pleasure by the audience. In addition to

a welcome the latter gave a resumé of a very carefully prepared address he had planned to give before the Association at a later date on "Life's Inspirations." All who heard him regretted that he was unable to give the complete address. After a few introductory remarks Dr. McCormick complimented his audience by saying: You are in the ranks of those who are helping people particularly and peculiarly in need of help; therefore, this is one of the choice gatherings, composed of people engaged in the very highest employment which can engage the thought and the effort of human beings.

He then spoke at some length concerning the inspiration we all have in the hope of accomplishing our aim and ambition; the inspiration felt by those who never permit obstacles to be their masters but who make them the means whereby they attain unto the accomplishment of their purpose; the inspiration found in the zest of seeking to understand and live our particular lives; the learning what life is, and how to live to-morrow not where we live to-day, but in a larger, more beautiful place, because we see and appreciate what life actually is; and the inspiration of putting joy into the work we are compelled to do, never letting our work be our taskmaster, but always our servant, ever remembering that the very center of our being is not the brain that thinks but the heart that feels.

In closing, Chancellor McCormick very briefly summed up his address in the following language: I am sure that I might multiply these inspirations, but I will mention just these three: the inspiration that comes from the zest in overcoming obstacles; in understanding and living one's life; and in putting our souls with joy into the work which we actually do. And the person who has engaged in these things in this way—it matters not what may claim his time, how hard may be his work, how full

the day which engages his energy; it matters not where he is, nor where he lives, nor what he does—if he is learning along these lines, there is in him inspiration to larger and better things to-morrow than he could do to-day, and an inspiration that will carry him on in the successful accomplishment of his task to the place where he can look back over his life and know that while he has accomplished much work, he has done that finer, that diviner thing—has learned how to live his life for its own sake and for the glory of his God.

Dr. A. L. E. CROUTER, President of the Association, first responded to the hearty welcome extended to the members of the Association, expressing in his brief address the deep appreciation of all present, complimenting the authorities of the Western Pennsylvania Institution upon their magnificent plant and the good work done therein, outlining in a few words the high purpose and liberal platform of the Association, and expressing deep regret at the enforced absence of Dr. Alexander Graham Bell, its founder and first president.

Dr. Crouter then called in turn upon Dr. G. O. FAY of Hartford, Mr. EDMUND LYON of Rochester, Dr. J. N. TATE of Minnesota, Mr. FRANK DRIGGS of Utah, Mr. E. MCKAY GOODWIN of North Carolina, and Mr. HARRIS TAYLOR of Kentucky, to reply for the sections of the country from which they came.

On motion, Dr. ALBERT C. GAW of Gallaudet College was elected Assistant Secretary.

A telegram from Dr. BELL and letters from President GALLAUDET, Dr. E. A. FAY, Dr. J. R. DOBYNS, Dr. JOB WILLIAMS, and Messrs. F. D. CLARKE, S. T. WALKER, H. W. ROTHERT, J. T. RUCKER, and AUGUSTUS ROGERS, also letters from Messrs. R. S. FRASER and JOHN F. MILLER of Pittsburgh, all expressing regret because of inability to attend the meeting and the hope that it might be a suc-

cessful and profitable one, were presented to the Association and ordered to be filed with the Secretary.

On Saturday evening a large and appreciative audience assembled in the chapel to hear an address by Dr. SAMUEL C. SCHMUCKER, Professor of Biological Sciences at the State Normal School, West Chester, Pa., on

THE REAL PURPOSE OF NATURE STUDY.

For more than an hour Dr. Schmucker held the undivided attention of all present, and the following summary, though in his own words,* gives very inadequate conception of the lecture.

The purpose for which nature study was introduced into school life was to sharpen the powers of observation. To this was soon added a desire to give to those who left school early an insight into at least the simplest things science is opening to the world. With increase in pedagogical study came the desire to furnish with concrete elementary ideas on which later studies might build. With the deep sociological bend modern thought is taking, to all these is added a desire to have nature do for the masses what culture does for the favored few.

On Sunday many of the members accepted the invitations extended to attend services at churches in Pittsburgh. Those who remained at the Institution assembled in the large reception room and took part in a service of song, during which Mrs. WESTERVELT presided at the piano. The singing of Miss ELIZABETH FAY of Hartford on this and on other occasions during the week added much to the pleasure of the visitors.

The meeting held Sunday afternoon for the discussion of questions relating to the moral welfare of deaf children

*None of the addresses or papers presented at the Seventh Summer Meeting are printed in full in the *Annals*. Some of the abstracts given were made by the authors, some by Dr. Gaw, and some by the editor.
—E. A. F.

was opened with prayer by Dr. G. O. FAY, of Hartford, Ct.

MISS YALE read a paper written by Miss BESSIE N. LEONARD, of the Clarke School, Northampton, Mass., on

SUNDAY OCCUPATIONS FOR YOUNGER PUPILS.

In this paper Miss Leonard described various kinds of hand work which are used on Sunday in the Primary Department of the Clarke School. The children, except the youngest, attend church in the morning and spend two hours of the afternoon in the schoolrooms. The younger children give both these hours to the occupations described, while the older devote half the time to Bible lessons and nature work, and the other half to the occupations.

The materials used on Sunday are almost exclusively those which have been reserved for that day, though some of the exercises that the older children have on Sunday may be the same as those used by the younger ones on week-days.

The occupations, beginning with the simplest, are the stringing of wooden beads in the primary colors and in the forms of sphere, cube, and cylinder; the sorting and arrangement of peg tiles in designs; the sorting and arrangement of leaves, shells, nuts, cones, and seeds; the stringing of straws and parquetry; the making of paper chains; the outlining of familiar objects with lentils and shoepegs; mass work with rice; modelling with clay; paper cutting and folding; making patterns and designs with parquetry; winding silk around cards so as to produce various figures; and drawing, correlated with the other kinds of form study above mentioned. Whenever possible the subjects chosen are from the world of nature with which the child is more or less familiar and of which we wish to make him more observant.

The second paper was by Mr. EDWIN G. HURD, of Rhode Island, on

SUNDAY SCHOOL WORK FOR INTERMEDIATE GRADES.

After drawing a distinction between moral and religious instruction, the great importance of both of which he duly emphasized, Mr. Hurd advocated that a systematic course in Bible instruction, with the Bible itself as the principal text-book, be begun in the intermediate grades. He outlined the plan pursued in his own classes, stating that the children early become accustomed to finding passages themselves, and that they are called upon to tell the story of the lesson or some particular phase of it in their own words. The teacher does not do all the talking and lesson helps are not followed too minutely. The effort is made to induce the pupils to become Bible students themselves, and to that end they learn what a wonderful library of history, biography, poetry, and general literature the Bible really is.

Mr. Hurd next drew a distinction between the Sunday School work and the chapel service, the central idea of the latter being worship, and that of the former instruction and study. He emphasized the importance of sound moral training being given by the example rather than the precept of the teacher, since the deaf child unconsciously takes his teachers as his ideals and formulates his code of ethics chiefly upon their manner of daily living.

Regarding chapel services Mr. Hurd said he would not depreciate the influence of the sermon, but insisted that as the chapel is the church of the deaf child, he should go there primarily to worship and should, therefore, have some active part in the service.

In conclusion he said the Sabbath should be a day of rest but not a day of idleness.

Mr. Driggs then read a paper (here abridged) written by Mr. JAMES A. WEAVER, of the Mt. Airy Institution, on

SUNDAY SCHOOL WORK FOR ADVANCED GRADES.

The Sunday School for the deaf is of far greater importance than for the hearing. Parental influence, so efficacious in the moral and religious training of the hearing child, is, in many instances, wanting where the deaf are concerned. The parents of deaf children do not, as a rule, understand them sufficiently well to influence them to any great extent. The school, then, has to do much of the parental work and to it falls the two-fold task of providing the moral and religious training, in addition to that of the intellectual.

The benefits to be derived from any department of instruction in our schools for the deaf presupposes a knowledge of language. Language is the expression of thought, and thought is the discernment of relationship. One of the greatest mistakes we can make is to persist in teaching language as language, as a subject separate and distinct, instead of making every subject combine towards the formation of one great language whole. Effective teaching in the Sunday School then not only depends upon a good fundamental grasp of the English language, but the Sunday School lesson is also a creative factor a stimulus to thought. It is one of the greatest of the agents we have at our command for the building up and development of the English language.

The size of the class is but a secondary consideration to its proper grading according to the language attainments of the pupils. We do not favor the adoption of the leaflet system, or any other scheme of lessons that has been drawn out for hearing children. In our schools for the deaf the conditions are different. The classes are

in charge of professional teachers, who know exactly the mental capacity of their classes, and who can adapt their teaching to their pupils with the greatest nicety. It is highly desirable that a suitable text-book should be used. But given a competent teacher, there is nothing better than the Bible itself. We have generally been able to do the best all-round work when our pupils have had their Bibles open before them. Explanations and illustrations, are, of course, necessary, as they would be in using any text-book, but taken on the whole, the comparative simplicity of the Bible language, its freedom from involved sentences, and the benefits to be derived from a close acquaintance with the beautiful English contained in it, all combine to recommend it as an indispensable agent in the spiritual, as well as the purely intellectual, development of our deaf pupils.

The ground to be covered in a given period is a matter of minor importance. It is an open question as to whether the stories and lessons contained in the Old Testament should be studied before those of the New. The stories of the Old Testament, it has been said, appeal to the younger children more than those of the New and should be told first, while those contained in the New should be reserved for a later period. This may be the view taken by the pedagogue and the psychologist, but the theologian, we venture to think, would take a different course. The wisdom of permitting the minds of young children to dwell exclusively upon the events of the Jewish dispensation, when customs and ideas of life prevailed which are entirely foreign to those of the Christian, does not seem to us to be particularly desirable. If we are to follow out the principles of the intuitive method in our Sunday Schools, and proceed from the known to the unknown, then surely it is advisable to give the preference to the teachings of the New Testament. The

beginning should be interpreted from the end, not the end from the beginning. The true aim of the Sunday School is not so much to impart a knowledge of Bible history as to kindle and fan the flame of the spiritual life within the child. A child may be perfectly familiar with all the stories of the Bible, and yet miss their lessons for to-day. The connection between the events of the Old Testament and those of the New, the promises concerning the coming of the Saviour and his mission, should receive due attention. In dealing with advanced pupils, we should try to adapt our teaching to their immediate needs and conditions.

The geographical features of the Holy Land should not be forgotten. Good maps should be provided for reference, and sketch maps might be occasionally drawn by the pupils. By introducing the study of the geography and typography of the countries and places connected with Bible history, we help to make Sunday School work all the more interesting, and give it a tangible form. A Sunday School museum, containing models and specimens illustrating the manners and customs of Eastern life, is a very valuable aid to teaching. The blackboard should be freely used, and the pupils should be encouraged to take notes. We believe, also, in introducing interesting anecdotes bearing upon our subjects on all occasions when suitable opportunities arise. These form a setting for the lesson, and help to drive home the moral to be conveyed. "Long is the road by rules," says Seneca, "short and easy by examples."

At certain periods there should be a review of the work done, and at the end of the half year or year a test given. If possible, rewards in some suitable form might be given to those who have done the best work. But whether rewards are given or not there should be some incentive offered.

best results in our religious and moral teaching, we must bear in mind that much yet remains to be accomplished in that all-important department of our work—the teaching of language. The results in the Sunday School are as closely connected with, and as dependent upon, the efficiency of the language teaching, as they are in every other branch of our work. The final solution of the vexed question of so-called methods will be found, not in the form of communication, but in the perfected method of mental development, in other words, the perfect method of teaching language. There is no limit to the application; it is as important in the Sunday School as in the day school; and “the last word on this important subject will not be said, so long as the human mind continues to yearn for deepened understanding and increased knowledge—not until the finite be merged into the Infinite.”

Dr. SCHMUCKER again addressed the members of the Association, this time taking as his subject

THE MORAL TRAINING OF THE YOUNG.

Judging by the applause that he received from time to time throughout the lecture his audience heartily agreed with the line of teaching he presented. The following is but a meagre outline of Dr. Schmucker's address:

Direct inculcation of moral precept is of comparatively little value for children. This is partly because they are too young to be appealed to in that way, and not a little because they are accustomed to listening to such appeals without response. The story that can point its own moral and yet is full of interest for itself is one great means. But the constant holding up to the little duties

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of life is the best preparation for the great duties. The true incentive to morality is a powerful example, lived before the eyes of the children.

MONDAY, AUGUST 27.

On Monday from 8.30 to 9.15 A. M., and daily thereafter at the same hour, actual class-room work representing that of primary, intermediate, and advanced grades was exhibited by pupils of the Western Pennsylvania and Illinois Institutions. The class demonstrations of the Illinois pupils were under the direction of Miss EDITH WYCKOFF, and illustrated the method of teaching arithmetic presented by Miss KENT of that school. The class-room work shown by pupils of the Western Pennsylvania Institution was well conducted by Miss DIMMICK, Miss WHITE, and Mr. DOWNING.

At 9.30 on Monday, after prayer by Mr. LINNÆUS ROBERTS, the first paper of the opening session, which was devoted to primary work, was presented by Miss EMMA ROSS THOMPSON of Mt. Airy, who spoke entirely without notes on

THE FIRST YEARS OF THE CHILD'S LIFE IN THE
INSTITUTION.

By way of introduction Miss Thompson recounted in a very interesting manner some of the early school experiences of Justin McCarthy, Jacob Riis, and Andrew D. White, quoting largely the words of these distinguished men, all three of whom according to their own testimony seem to have been unfortunate in their early school surroundings. Their capabilities were evidently underrated and unappreciated by their teachers. After inquiring what must have been the fault then and is the trouble now, Miss Thompson said: Perhaps it is a failure on the

part of teachers to remember what education **really is**—a development physical, mental, moral, and spiritual. You cannot separate them; they are so interlaced, intertwined, and dovetailed that without each part developed you have a warped result, a one-sided man.

Miss Thompson exalted the opportunities for personal influence possessed by the teacher of the young deaf child and said (in part):

Teachers make an idol of a curriculum, forgetting that the teaching of facts is only one small part of their duty to their children. Give the children fair play. A class in school is not a yardstick cut into its component inches, each of the same size, sense, and proportions. Little children, sweetest creation of God, little human beings, with bodies and minds, hearts and souls, they come to us ready and waiting to be shaped just as we teachers choose to shape them. They come just at that tender, loving age when every impression is so keenly felt and the man or woman that is to be is made or marred by the influences of those early formative years. They never know a mother's care. What a responsibility is ours! And with our small classes we have such splendid opportunities to study the peculiarities of mind and temperament of each child. Pay less attention to the class as a whole and more to the individual. It is an easy matter to plan that a class should do a certain amount of work in a given time; to feed the material into the machine and grind out. But it sometimes seems that there is no place in the class for the child who is just a little different from his fellows. Often you hear that this one cannot understand the subject matter taught and so does not belong to this class, or that one will take no responsibility upon himself, but you never hear a teacher say that she has failed to study the child and so does not

know how to reach him, which is perhaps too frequently the case.

We should try to find out in what lines a pupil can work best; strengthen his weakness if possible, but never let him feel, because he cannot excel in all ways, that he is stupid or hopeless. All children cannot do the same work, all cannot attain the same results. Sympathetic study of the child, of his particular needs and requirements, is necessary.

The school is made by the teacher. Her spirit dominates the whole and her ideals make the ideals of the school. If she is enthusiastic, the children are enthusiastic too. If she is happy in her work, the children love to learn. If she is in earnest, so are the children. Public school teachers beg for co-operation on the part of parents. We have none of this to ask for, at least not during the school year. Everything is done for our children to help us in our work. Whatever physical ailments they may have are immediately cared for by eminent specialists. Even work and play are so arranged that neither hinders but each helps the other.

In closing, Miss Thompson said:

Study sympathetically each child under your care, fulfilling his needs rather than your own ambitions, always remembering that practically his every want must be met by you. As to methods, as Huxley said, generally they are nothing more than developed common sense. One may be well versed in the best of methods and yet be a very poor teacher, for no method is successful without the tact that comes with careful, cautious practice.

A paper on

PRIMARY LANGUAGE

was then read by Mrs. EDWIN G. HURD, who said in part:

To teach the deaf to express ideas clearly, exactly, and easily is an art of no mean order, and our first and last effort in the education of the deaf should be directed to that end.

I do not advocate a haphazard use of language, but a systematic plan in its use.

Mrs. Hurd then outlined the plan she pursues with a class of deaf children entering school, stating that she first employs sense-training exercises, followed by voice development and the teaching of the elementary sounds singly and in combination, in words and in short, easy sentences, taking care to have the meaning of the words and sentences understood, since parrot-like speech should always be avoided. The pupils should always be addressed by speech and whether they comprehend all that is said to them or not, they will become better speech-readers by thus early forming the habit of looking at the lips. After about six months, systematic language-teaching is begun, using speech, speech-reading, and writing as the means of communication.

The child must see the idea first, as otherwise the words used will convey no mental picture at all, and there is no better way of first presenting the idea than by the old fashioned action work. When the meaning of a word or form has been made clear, one should never lose an opportunity to lead the child to use it. Here the skill of the language teacher is shown. It is one thing to go through a programme of language drill, but quite a different proposition to get each of ten pupils to make ready and natural application of what has been drilled upon.

Mrs. Hurd then presented somewhat in detail an outline of three years' work in primary language. During the first year she gives an average class approximately two hundred nouns, twenty-five adjectives, seventy-five verbs (including the most common auxiliaries) in the simple tense forms, the simple personal pronouns, the articles, and a few prepositions. She teaches the common sentence forms, simple and compound, including the simplest interrogative constructions, early making use of the ordinary time expressions.

During the second year new sentence forms are introduced, involving the use of transitive and intransitive verbs, prepositional phrases, negative forms, complete questions using all interrogatives previously given; and the use of the verbs *think*, *ask*, and *tell* is begun.

During the third year all forms in which *asked* and *told* occur are given, the present progressive and the past progressive are taught, and many new question forms are introduced. Regular work in reading is begun, the simple stories read being frequently reproduced in the language of the pupil.

Primary language work proper may be considered as covering only the first three years, but systematic language drill during the succeeding three years is of equal importance. Regular drill is therefore continued in accordance with a carefully arranged outline. More difficult constructions are introduced, the remaining verb forms are taught, and an attempt is made to teach colloquial and idiomatic English.

During the fifth and sixth years original stories and conversations and other exercises intended especially to cultivate the imagination are required. The new expressions found in the reading at this stage serve as a basis for much of the language work, but regular drill upon verb forms is continued. Though the full results of

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following such a plan as was outlined may not be evident during the elementary years, the influence of the work is far-reaching, as thereby the pupil learns correct methods of acquiring knowledge and right habits of thought, the effects of which are never lost.

The next paper, of which the following is an abstract, was by Miss FRANCES L. GLENN, of Indiana:

SPEECH AND SPEECH-READING IN PRIMARY CLASSES.

The work of an oral class is of a three-fold nature. It should be given in the written form and by means of speech and speech-reading. These three forms are closely associated the one with the other, but speech and speech-reading have a distinctive feature of their own, which makes it possible to consider the work from this point of view.

In this work the teacher has much to do in determining whether the spirit of speech shall rule the class and whether the various phases of the work shall conduce to happiness and interest on the part of the child. Clear purpose and definite aims go far in inspiring in the child the love of speech that will lift him above the ever recurring difficulties, and in the pleasure of attainment help him to overcome and forget the obstacles that are to be met in reaching the goal of good speech and ready speech-reading.

The work should not be limited to the daily detail nor confined to the accumulation of knowledge or of disconnected facts that the need of the hour may call forth, but the teacher, seeing the end of her work from the beginning, should work toward that end steadily, intelligently, successfully.

The success of speech and speech-reading depends not alone upon the method used in the special work of teaching speech, but upon the method used in teaching the written forms of our language. This method should be one that will make English a living, vital force in the thought of the child, thereby finding its living, vital expression through and by speech.

The child should be so held to his work that there will in its every aspect and its every requirement be that hearty and willing response that will bring about perfect unity of thought and action between teacher and pupil. All the work should be so presented that speech will not be a desultory, purposeless act, but a spontaneous expression of thought and feelings.

Speech and speech-reading should be made the channel through which the child's education is received. They should be the two factors in his life that will bring him into closer touch with those about him, and better fit him for taking his place in that broader life which should open up for him upon leaving school.

The purpose of the oral teacher should be to make speech and speech-reading the overlying and underlying forces in every part of the class-room work, and through this medium to bring about the harmonious development of the child's mental powers into a well-rounded, well-balanced mind.

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MISS ELIZA KENT, of Illinois, then read a paper entitled

PRIMARY ARITHMETIC.

The aim of the outline here presented is to make numbers interesting and invest them with life; to give the deaf child a perception of values and their relation to quantity; to bring him to comprehend the meaning of a mathe-

mathematical statement, and to see the whole of a problem; to teach him to form mental pictures so real that his deductions from them should be assured; to avoid such evils as copying and counting; and to build up a vocabulary of arithmetical terms and phrases.

First the memory must assist in acquiring a prompt recognition of quantity within prescribed limits, and of the symbols representing it; the order of things as distinguished from their number; a certainty in regard to the combination and differences of all numbers within twenty; the tables of multiplication and division and of weight and measure; and the language of arithmetic, including such terms as *buy*, *spend*, *sell*, *cost*, etc.

The ability to see dimensions and areas must be made as accurate as possible. For this purpose a variety of blocks are provided in the form of cylinder, prism, sphere, cube, and disk. The cylinders and prisms are in lengths from one to ten inches and the disks represent the unit and its divisions to twelfths. The pupils learn the names of the blocks, and expressions *larger than*, *smaller than*, *less than*, *more than*, *equal*, *same as*, *times*, *part of*, *half*, *third*, *equally*, etc., and the idea of ratio in the relation of quantities and its consequent effect upon values.

By the use of beans and splints, number or "how many" is taught and distinguished from order, and later, the combination of ones into tens and tens into hundreds is illustrated.

To teach the combination and difference in numbers, dominos are provided, including all combinations within twenty, except those requiring the adding of tens and units, and a certain knowledge of them is required.

In this connection subtraction through addition is learned and later is easily applied to work with larger numbers. The dominos furnish also interesting and never-ending "busy work."

To teach discrimination in dimensions and areas, foot rules are cut into pieces varying in length from one to nine inches long. The pupils first recognize the foot and its parts; later they represent each part at sight by a line drawn on slate or paper. Lastly they draw lines in any of these lengths without visible help. Next surfaces, oblong and square, represented by pieces of pasteboard of definite dimensions, are reproduced and named. At this point the term *dozen* is taught and its use made familiar.

When they have learned sixteen, the toothsome dainties bought by the pound and half-pound make interesting the study of weight.

Next they *make* the table of liquid measure, assisted by a pail of water and the various tin cups holding the required quantities, and many a new word is added to their vocabulary when they write the list of things they or their mothers have bought by the pound, quart, etc.

When their multiplication table reaches four times eight, because incidentally they find that thirty-two quarts make a bushel, they have a bushel of saw-dust and with the *whole* measures construct the table. It is not wise to introduce here the familiar half-bushel and half-peck.

Now they must learn to read the face of the clock and the names of the days of the week and the names and order of the months and the number of days in each. They are interested in learning how to find the time between 10.30 and half-past twelve, or 2 o'clock and 5, because of its relation to ten cents an hour.

As the pupil advances, denominations are added to the tables until they are completed.

From the first *quantity* alone is considered, and whatever symbol or term is needed to represent it is used as a matter of course, with the result that a pound and three ounces, a yard and a half (or one and one-half yards),

three-fourths of a foot, etc., are used as easily as whole numbers.

The pupil first recognizes quantity as a whole to five, selecting from one to six from a group at sight; then by their different combinations to ten, using one hand to separate the whole required from the larger quantity, and both hands when combinations are needed; for instance, for five he picks up that quantity, but for nine he takes four and five, or some of the other combinations making nine. Counting is not allowed in making the choice.

By means of disks, spheres, and various other objects he learns first of one, one-half, and halves, and after an extended acquaintance with them, he takes fourths, one, two, three, and four, and learns their relation to one and to one-half. He makes them, he draws them, he gives them away, he even eats them in the form of cookies and bananas, and they become part of his being and enter into his understanding. The *fractional idea* being thus solidly founded, the smaller divisions, their additions, subtractions, multiplications, etc., follow easily and naturally. He must first and for many months find parts of *one* only, not of numbers. Confusion alone results from haste at this point.

Next he finds the ratio of these parts to one as represented in the blocks, and that once definitely established, the relation of the standard unit in any table to the different denominations is easily recognized.

If confusion arises, explanations should not be given; go back to first principles and by repetition lead out into the clear light. Blurred mental pictures are apt to be permanent and explanations often result only in memory work.

In the second year original number stories are required.

When the child has learned that $5 + 3$ is 8, he must tell something, using those numbers and their combination and introducing some of the terms he has had. Later he writes, "Tom bought 8 apples. He ate 3 of them. Then he had 5 apples left." Adding the same formula $5 + 3 = 8$. The way is thus prepared for the minus sign and subtraction, which he always accomplishes by adding.

Almost imperceptibly he steps from the story to the problem, the ending then being, "How many or how much?" Keeping step with his comprehension, the scope of the problem increases and in succession he tells of combination, separation, and combination and separation, as, $6 + 2$, $6 - 2$, $10 - (6 + 2)$, $(6 + 2) - 4$, etc. Doing without understanding is well nigh impossible, so when the pupil can *make* a problem, he can also read intelligently those given him.

A vast amount of very desirable busy work is thus provided with little effort. A few blocks placed in position, or three or four formulas written with the command "Write number stories or problems," and the class is occupied for *any* time.

The statement of an arithmetical fact in as many ways as possible is often required to accustom the pupils to its appearance in different dress, as, one-half of 8 is 4, 4 is $\frac{1}{2}$ of 8, $8 \div 2 = 4$, 2 times 4 is 8, $4 \times 2 = 8$.

Drawings to illustrate formulas given are also required, the drawing differing with the form of the statement, as, "Draw one-half of eight," and "Illustrate 4 is $\frac{1}{2}$ of 8."

The making of change is introduced as early as possible. We do this by adding to the cost of the purchase the amount needed to equal the sum given to the salesman, this being the way in business.

Much attention is given to securing correct mechanical work, requiring frequently certain results within a limited time.

In the final preparatory steps, instead of a detailed analysis, the pupil writes the *meaning* of the problem: "giving the means," as we abbreviate it. For instance—"A boy spent 30c. which was $\frac{3}{4}$ of his money; how much had he left?" The pupil writes, "This means, find $\frac{1}{4}$ of 30c.;" or, "If 15 yds. of cloth costs \$5 what will 3 yds. cost?" "This means find $\frac{1}{5}$ of \$5." If required, detailed work follows. His ability to do this is the result of his finding proportional ratios in the blocks and the resulting ratios of values. This use of ratio is continued in the higher grade work and simplifies it.

The great danger lies in being led by the interest of the pupil into giving advance steps before the present one is permanently located, which can result only in misunderstanding. Any outline is useless, and, I think, any text-book, unless the teacher is sympathetic and intelligent and can teach the pupil to adapt the few principles to the manifold application. It is no test of a child's understanding of a subject to require of him what he has seen. To be able to apply knowledge to new conditions shows real power, and this can only be obtained by requiring original work based upon an interpretation of general laws.

At the general session at eleven on Monday the members of the Association listened with much interest to

THE ADDRESS OF THE PRESIDENT.

Dr. CROUTER reviewed the operations of the Association since its last Summer Meeting at the Clarke School seven years ago; called attention to the remarkable growth of speech teaching in this country; pointed out some of the elements of weakness and of strength that have attended it; and finally offered some suggestions

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whereby he thought the usefulness of the Association might be increased and extended.

Dr. Crouter also paid a fitting tribute to the endeavors of Dr. Alexander Graham Bell to promote the usefulness of the Association and the cause of speech teaching in this and foreign lands.

In speaking of the progress of speech teaching in this country, Dr. Crouter, after quoting the California Resolutions of 1886 and the Colorado Resolution of 1892, said:

These two Resolutions by their adoption committed all American Schools for the Deaf to the policy of teaching speech and lip-reading in an earnest and persistent manner to all pupils capable of being so instructed; they further committed them to the policy of providing aural instruction for pupils of sufficient hearing to enable them to profit thereby, and to the policy of providing oral recitations in oral classes for all pupils able to articulate fluently and intelligibly, and of encouraging them to use their vocal organs on every possible occasion. These Resolutions mean this or they mean nothing. They mean that honest, earnest, just, and persistent effort shall be made to teach every deaf child to speak and to read the lips on all possible occasions, and that this effort shall only be abandoned when the measure of success attained does not justify its further continuance. This is a broad and liberal platform, one upon which all friends of speech and speech-reading may stand. And it is somewhat remarkable that the degree of persistence with which these Resolutions are being enforced in our schools to-day indicates with almost unflinching accuracy the measure of success attending our efforts to teach deaf children to speak and to read the lips in our American schools.

As is well known, this Association was founded in 1890, in consonance with the spirit of the California Resolution, to the end that no deaf child in America might be suffered

to grow up "deaf and dumb," or "mute," without earnest and persistent effort being made to teach him to speak and read the lips. Whatever may have been the personal opinions and sympathies of its members as regards the best methods of securing mental development in deaf children, its great work has been the creating and upbuilding and upholding of public sympathy in favor of teaching speech and lip-reading, whenever possible, in all schools and institutions for the instruction of deaf children. In 1892, two years after the organization of the Association, the percentage of pupils taught speech in all our schools was 49.4; in 1893 it was 54 per cent.; in 1894, 54.4; in 1895, 54.9; in 1896, 54.9; in 1897, 56.4; in 1898, 57.4; in 1899, 61.4. In the year 1900, 64 per cent.; in 1901, 64.7; in 1902, 64.7; in 1903, 67.2; in 1904, 67.3; in 1905, 69.1; in 1906, Mar. 31, 70 per cent. In 1892, the number of pupils taught speech was 3,924, the number not taught speech was 4,016; in 1906, the total number taught speech was 8,145, the number not taught speech was 3,667. Again in 1892, the number taught wholly by oral or speech methods was 1,581; in 1906, the number had risen to 4,274. This increase in the number of pupils taught speech and taught by speech is most gratifying, and indicates the marked attention the subject is receiving throughout the country wherever a school for deaf children is maintained. The increase in the number of speech teachers indicates perhaps better than anything else the marked strides that have been made. In 1890 the number was 213, or 33.2 per cent. of the whole number, while in 1905 the number had risen to 749, or 64.6 per cent. The most marked increase in speech work occurred in what are known as Combined-System Schools, in which all methods are recognized and practised, and in the large number of Day Schools that have been established, chiefly in the middle western states and in California. The increase

in oral schools followed usual normal conditions of growth.

After comparing the statistics of speech teaching in representative American schools in 1891 and 1906 and speaking of the large growth of oral classes in Combined-System Schools, Dr. Crouter said:

Articulation teaching as a sort of ornamental branch, not highly ornamental at that, is a very different thing from teaching speech by and through speech and as a means of mental development and mental culture. It is but the dim shadow of the end sought for, while in the latter is found the full fruition of the teacher's aims and efforts, the realization of the pupil's desires, the fulfillment of the parents' hopes and prayers. The next step taken by Combined-System Schools should be in the direction of providing a separate department in a separate building for all orally taught pupils, thus giving them the great advantages of separate supervision, separate classification, separate instruction, and a real opportunity to acquire practical speech and lip-reading.

Unless debarred by physical or mental defect every deaf child should be given full opportunity to profit by oral instruction from the beginning to the end of the course. Spasmodic attempts to develop speech and the speech habit by half or three-quarter hour vocal gymnastics must with few exceptions in the nature of things end in disastrous failure. If the speech habit is to be established in a deaf child, speech communication must be insisted on at all times and in all places by officers, teachers, and pupils, and all sign communication discouraged and as far as possible prohibited.

One of the most pressing needs of American Schools is a new classification of pupils for purposes of care and instruction. Up to this time, but one basis of classification, that of mental development, has been recognized. All classes of children are received into one and the same

school regardless of physical conditions or previous advantages. In our special schools, the totally deaf, the semi-deaf, the mute, the semi-mute, and in too many instances the feeble-minded, are admitted to the same school and maintained there regardless of consequences. It does not infrequently happen that children partially deaf, or recently become deaf with speech but slightly affected, are placed in schools where they are, perforce, suffered to mingle with children wholly unlike themselves. This is a great wrong, a wrong that some day must be righted. Our schools, of whatever character, should be so systematized that proper segregation and classification on a physical as well as mental basis may be easily and readily carried into effect. Such classification is observed with excellent results in some parts of Europe, and it is greatly to be hoped the day is not far distant when it will be introduced into the schools of this country.

But with the wisest and most complete classification of pupils and the most skillful adaptation of methods, to attain the highest success there remain two or three essential conditions to be considered. First, well trained teachers. Too often this question, if not ignored, has been neglected, in part at least, owing to a feeling that almost any kind of teaching was good enough for deaf children, but more largely to the fact that it has not been possible to maintain schools in which the necessary training might be secured. True, there have been small attempts of a somewhat private character to provide needed instruction, but aside from the Training Class at Northampton and the Normal Department at Gallaudet College in Washington, there has never been any permanent, systematic effort made in this direction until quite recently. Miss McCowen's normal department of the Chicago Day Schools has been in successful operation for a year or more, and the department at Northampton,

begun in 1892, is to be enlarged this fall under Miss Yale's direction. These two departments, unlike that in Washington, will give training in speech and in speech methods only, the study of signs and manual methods of teaching not forming any part of their curricula.

With these three Normal Departments in successful operation, there will soon be a supply of highly educated and carefully trained teachers to draw upon in filling vacancies in our various schools. Parents desirous of providing scientific instruction for the private training of their children will doubtless hasten to avail themselves of the advantages thus supplied. All this must, in the near future, prove a decided uplift in the instruction of our deaf children by and through speech and speech methods.

But with highly trained teachers there must be scientific supervision and also active, sympathetic support on the part of official superiors. With all these conditions well supplied, the work of our schools will receive an impetus that will carry them far beyond anything hitherto dreamed of.

Let me now briefly call your attention to some special present-day features of speech-teaching in this country. First, Private Teaching. There seems to be a very decided movement in favor of private teaching by speech methods in families able to meet the expense, and in a great many instances, probably the majority, with very favorable results. The reasons assigned by parents for pursuing such a course are superior speech and lip-reading, better mental development along more natural lines, freedom from institutional life and all that it involves, and the cultivation of stronger home ties in consequence of uninterrupted family associations. In some of these assigned reasons there is food for reflection. But large schools and institutions possess certain advantages which private

instruction cannot provide. They are better equipped, have larger apparatus, more efficient teachers, and being better regulated enforce better discipline and more studious habits. To these certain advantages must be added the important elements of emulation, of ambition, and the mental friction that is aroused by the association of children in the performance of school and class work. All these important elements of institutional life are largely wanting in private instruction, whatever other advantages it may possess.

Second, Aural Training. There are under instruction in the various schools about 12,000 pupils, and of these there must be at least from fifteen to eighteen hundred, fifteen per cent., possessing sufficient hearing to be of practical value in connection with their instruction in speech. Now just how far this hearing is utilized in our special schools is a question worthy of careful attention, and I bring it before you at this time, inviting your best thought and consideration. There can be no doubt that the possession of any considerable power of hearing is a matter of much importance to a deaf child in its acquisition of speech. If properly utilized, it gives quality and tone to speech otherwise impossible. All this is quite aside from any attempt to increase the power or ability to hear; it is more in the line of teaching the child to use the power it already possesses in the cultivation of its speech. Perhaps too little attention is given to this subject in most of our schools.

Third, Age of School Admission. Another matter of present-day interest is the age at which speech-teaching and lip-reading, and the mental development that should accompany them, may most wisely and profitably be begun in a deaf child. There are some educators who feel that this work cannot be commenced too soon, and to this end there have been established infant schools

or homes for the instruction of young deaf children before they are of school age. The age of admission in some of our larger and older schools has been greatly lowered in recent years, but none, so far as I am informed, have gone so far as to admit at so early an age as these infant schools. Among the advantages claimed for this early training are smoother and more intelligible speech, the formation of more permanent speech habits, and the acquisition of quicker, more exact, and more reliant powers of lip-reading. I have no exact information to place before you of the results of the work of these schools at this time. Perhaps they have not been in operation sufficiently long to warrant safe conclusions, but if the claims advanced can be verified by expert examination, deaf children should be placed under instruction in all our schools at a much earlier age than is now the case.

Fourth, The Day-School Movement. The remarkable extension of the day-school system of instructing the deaf may also be regarded as one of the present-day features of speech teaching. My personal experience of day-schools as affecting educational results has not been favorable, but their general permanency, their stated efficiency, and their constantly growing popularity require that just mention be made of their work as an active, efficient agency in the promotion of speech-teaching in various parts of the country.

In concluding his address Dr. Crouter paid a loving tribute to the great work for speech teaching done by Miss Rogers, of Northampton, whose kindly presence and deep interest in the proceedings was an inspiration to all.

Following Dr. Crouter's address there was a lecture by Dr. G. E. CURRY, of Pittsburgh, on

DEFECTIVE VISION IN SCHOOL CHILDREN.

Dr. Curry said that as a result of the vigorous requirements of education in this age, perhaps no one organ is so overtaxed as the eye. He propounded the following questions:

- (1). Is human eye-sight deteriorating?
- (2). If so, to what may it be attributed?
- (3). Are the eyes of school children specially subject to this deterioration?
- (4). Do we possess a means of prevention and a remedy?

To the first and third of these queries, he responded in the affirmative. Of the causes of this deterioration, ophthalmic science undertakes an explanation; and as to its prevention and cure, it promises amelioration.

Statistics show that mental development is largely at the expense and loss of the physical. Uneducated races show much better physical conditions than those where the desire for knowledge and advancement is insatiable. This is particularly marked so far as ocular defects are concerned. In fact, it can be said that intellectual advancement and ocular degeneration are inseparable. Data compiled by Dr. Frank Allport, of Chicago, indicate that pure Mexicans rarely show refractive errors and the few deviations from the normal that do exist are found in the mixed races where there has been education among the ancestry. Fox, in his examination of the eyes of the Indians at Carlisle, found only an average of two per cent. of myopia or near-sightedness, and Callan's test of the eyes of negro children in New York schools showed about 2½% of myopia. In striking contrast to these figures, the eyes of the school children in American cities show 25% of myopia; while, if we look at the statistics of the Germans we find about 70% of the entire

population affected by this abnormal condition. It is also claimed that an even larger percentage of myopia is found among the Jewish race. This I do not think can be substantiated except that they engage mainly in sedentary occupations in contrast to the open air employments of other races.

Frequently we are confronted with the statement, "The farther south, the more normal the eye." This can be accounted for by climatic conditions which are conceded to promote indolence and mental inactivity. We find an almost invariable increase of myopia or near-sightedness and a decline of hyperopia or far-sightedness as educational opportunities are taken advantage of. That the myopic eye is very frequently capable of performing great labor at close range is clearly demonstrated; while the hypermetropic and astigmatic eyes can do the distant work with comparative ease and that close by with difficulty.

We all can recall many instances of the child believed to be dull, idle and listless, a trial both at home and at school, suddenly transformed into a bright, energetic and interesting pupil, owing to somebody having become cognizant that a pair of carefully fitted spectacles might be the solution of the trouble. This is so common an occurrence that the method of relief suggests itself, that is, a systematic examination of the eyes of school children at proper intervals. It does not seem advisable that this matter be left to the discretion of the parents, many of whom are not awake to the conditions, nor should the matter be referred to any optician whose viewpoint is oftentimes the commercial one of selling a pair of glasses. One mode of proceeding is to have a capable physician appointed by the proper authorities to examine the eyes of each child when admitted to school and at regular periods during the school course. This would involve a

salary and, unfortunately, political favoritism would often enter into the appointments. Another method might be adopted, requiring each pupil to present a certificate from an oculist of recognized standing, stating the condition of the eyes. The question of expense would perhaps cause this to be opposed. Perhaps all that is practical is to secure physicians of established reputation to deliver addresses to principals and teachers of schools, giving plain instructions, thus enabling them to test the vision; to note redness or local inflammations of the eye-lids and carefully record the same and report any that do not attain a necessary standard to their parents, with a recommendation that a competent oculist be consulted.

Light, air, and furnishings need the careful attention of those in charge. Light should come from the sky and as high above the pupil as the ceiling will permit. If at times artificial light must be resorted to, a sufficient number of electric lamps, properly shaded, and arranged with regard to the desks, are to be recommended, not only on account of the whiteness of the light but also because the air is not vitiated by their use. Proper seats are also an item of importance. Those conducive to an upright position with comfortable backs should be selected, but the uniformity we rarely fail to see in the school-room is not always a desirable feature, for the reason that in the same grade we have such diversity in size among the pupils. The placing of blackboards also requires attention. Care should be taken that no strain of the eye occurs in order to see. Some oculists insist that we should have, as a substitute for the present blackboard, a white surface on which black crayon is used. This would have the advantage of decreased reflection and also increase the distance at which writing could be read. Books printed in good type on reasonably thick paper are also essential. The Roman letters are decidedly

the best. Indeed, it can be positively asserted, were Germany to abolish her execrable type, she would largely free herself from her prevailing myopia. The question of vertical or slant writing may receive passing notice. While there is much diversity of opinion concerning this, the stronger sentiment tends towards the vertical system.

However, it is the continuous work, rather than the kind of work, that produces eye-strain. Teachers should exercise judicious care in regard to the occupations; should see that there is frequent change from desk work to recitations, and also allow intermissions.

VISIBLE SPEECH.

According to the verdict of many, one of the most profitable features of the meeting was the brief course of lectures given by Miss YALE on "Visible Speech." The work of Dr. Bell on the Mechanism of Speech was made to some extent the basis of the lectures. Miss Yale said that few systems had suffered so much at the hands of its friends as had Visible Speech; that it had been regarded as a mechanical toy, of no practical value to school work; that frequently normal students were inclined to look upon it as a set of hieroglyphics, as a dry subject to be hurried through with as rapidly as possible.

During the course Miss Yale gave many helpful suggestions to teachers as to how Visible Speech should be used in the classroom, saying among other things that it is now the consensus of opinion among teachers that the deaf child should not be given the symbols at all, but that the teacher should use the diagrams freely to represent the sounds taught. She said that in many cases not even a diagram is necessary, but that it is essential that the teacher recognize instantly defects in articula-

tion and be able to tell the child how to modify positions which have perhaps been right in the main.

Miss Yale cautioned all teachers of speech against the tendency to exaggerate positions when talking to the deaf. She said that too often the zeal of the teacher to help the pupil runs away with her knowledge, and that by way of apology for much poor speech in deaf children it might be said of the teacher, "Because she tried so hard, she wrought so badly."

In concluding her lectures Miss Yale said teachers cannot know too much of the natural formations of sounds, and that when they do know what perfect speech is and how sounds are formed, they are only just ready to begin to help deaf children to better speech. Miss Yale insisted that the only way to make the speech of deaf children better was for the teacher to get down to the very bottom of the facts of vocal physiology and really know themselves, and that then and only then would they really begin to do the work that American teachers of the deaf ought to do for the speech of their deaf children.

On Monday evening Mr. EDWIN STANLEY THOMPSON, of Mt. Airy, gave an illustrated lecture entitled "Ramblings in Rural England." For an hour and a half he entertained a large audience with charming English views and at the conclusion of his lecture demonstrated by a brief Italian journey the method he employs when using the stereopticon with the pupils of the Mt. Airy Institution. By means of alternating slides, on which he has written either with waterproof ink or a lithographer's pencil, he tells his audience in clear, concise English what the next view is to be, thereby making the stereopticon doubly useful to deaf children.

TUESDAY, AUGUST 28.

The first session opened with an invocation by Superintendent N. F. WALKER, after which Miss FRANCES W. GAWITH, of Northampton, read a paper on

GEOGRAPHY AND HISTORY FOR INTERMEDIATE GRADES.

Geography work in the Clarke School begins with the study of the surrounding region. There are rivers, mountains, hills, valleys, mills by the river, and little villages not far from it. A knowledge of this region is acquired by observation, while that of distant places is obtained from the teacher's description of journeys and places.

Pupils in the third grade have half an hour a day for geography. They learn what a plan of a town or city is, they use clay maps and wall maps, they learn the points of the compass, and how to answer the question, "Which way is—from—?"; something of the place in which the school is situated, the places where the members of the class live, the State and neighboring States, the bodies of water in this section, and the ocean on which it borders. Maps and geographies are kept in the play-rooms and are constantly in use.

In the fourth grade three-quarters of an hour daily are given to the study of the plant and animal life of the earth. This work begins with the plants from which we get food, drink, clothing, building material, fuel, etc., followed by the study of the animals from which we get food, clothing, etc.

In the fifth grade the pupils study things found in the ground, as building stones, metals, coal, etc.; things found in the water, as whales, fish, coral, etc.; and the air and clouds around the earth. Finally stories of the children of the races are given.

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In the fourth and fifth grades, the pupil must do something more in geography than mere memorizing. He must *reason*, for instance, that if a country raises more wheat than it needs it sells some of it. If another country buys this wheat it does not raise enough for its own use. If it does not raise wheat the climatic conditions are unfavorable, etc.

Animals are kept in the schoolroom and the children raise plants in the window box and in beds out of doors.

A text-book may be used in the third year of geography, but the work will be hard, for a good geography in simple language has not yet been written. By using a text-book pupils grow more independent in getting thought from the printed page, learn more technical terms of geography, get practice in the reading of maps, and learn how to study without committing to memory. The primary geographies of both Frye and Redway have been used for this grade.

The teaching of history is begun in the third grade with stories of a few men and a few events. These stories are retold each succeeding year more fully in connection with the national holidays. Such stories relate to the Pilgrims and the Indians, Washington, Lincoln, Paul Revere, the Battle of Bunker Hill, the Fourth of July, Columbus, Drake, Raleigh, etc., etc. The dates of a few important events are given, and other events are grouped about these. If little children are taught history in such a way that they "live in imagination the scenes of the past" and dead heroes are still living to them, this study in future years will bring to them the love of country, the influence of noble men which shall make of them better citizens, and, to a few at least, the genuine companionship of these great men.

CHART STORIES.

Miss YALE next gave a brief talk concerning the way in which they use chart stories at Northampton to enable the young deaf child to begin to read.

In the first year the theory is that the special work should be to put into language the child's own thought. The emphasis in the second year is the reverse of this, and consists in helping the child to get out of language the thought of another whether spoken or written, and this point is emphasized also during the two or three succeeding grades. Miss Yale exhibited several charts on which were printed in large, clear type simple stories such as would appeal to the young deaf child, stating that it was occasionally necessary to do some introductory work in order to help the child grasp the meaning, and that often pictures are used to enable him to build back and forward in point of time until he is able to make his own story. This usually remedies the defect.

Miss Yale read several of the chart stories, illustrating the manner in which they are used, and said that the children read and understand them but that they never commit the language to memory.

Usually the stories are read with the teacher one day and on the following the children are allowed to glance at the chart if they choose, after which they are asked at the most three or four simple questions about the story. The chart is taken away and they never see it again but they beg for another and they get it. Only about fifteen minutes are devoted to this work, which is intended primarily to arouse the pupils' interest in language. It is not intended that they should commit the language to memory because the language used is beyond them. But it makes a clear picture and children in their reading should not be held down to the constructions which they know how to use, as that would make dry reading.

Miss SUSAN E. BLISS, of Mt. Airy, read the following paper (here abridged) on

LANGUAGE WORK FOR INTERMEDIATE GRADES.

Through all grades in a well planned school for the deaf should run unbroken lines of language teaching, the warp which gives form, firmness, and durability to the whole fabric. History, geography, arithmetic—each weaves in its own special design, its own peculiar coloring, its own individual quality. But underneath and through them all run, of necessity, language and language teaching.

For present consideration our language work may be divided into two parts, namely, acquisition and use.

In the Pennsylvania Institution the fourth, fifth, and sixth grades are classed as intermediate, these numbers corresponding approximately to the number of years pupils have been under instruction. The methods used in these grades do not differ in essential points from those used in immediately preceding and immediately following grades. Lines between intermediate and advanced language work are as intangible as those drawn by geographers around the earth's surface. They are visible on our plans of work but invisible elsewhere.

Before the first of these lines is reached the deaf child's most imperative need is language with which to express his own necessities and desires, to recount his experiences, and to ask questions regarding persons or things that interest him.

Miss Bliss then summarized the extent of the language equipment with which the pupil comes from the primary into the intermediate department, stating that he is often disappointed when he finds no sudden change of intellectual scene to mark his entrance, and that the path at first leads up an ascent so gradual that he is hardly aware that the horizon is stretching farther from him and more

objects are becoming prominent in his enlarged field of vision. She called attention to the great need of teaching the child at this stage to use the language already acquired rather than to permit him to gorge himself intellectually without digesting what he learns.

Acquisition in the lowest intermediate grades gives place for a time to use. The threads already spun are sorted and classified; a detail is added here and there to a design already originated, but nothing radically new is, at first, attempted. This offers wide scope for tact, ingenuity, and skill on the part of the teacher. She is somewhat in the position of the housewife who on Monday finds herself with Sunday's roast on her hands as the basis for luncheons and dinners for half the week to come. She may rise to the occasion with menus varied and appetizing, or those under her care may wearily consume cold beef *ad nauseam*.

The first few weeks are devoted almost entirely to review work, making careful inventory of the pupils' stock of language, noting their weaknesses. Attempt is here made to teach the pupils to classify their knowledge to some extent. They learn to describe single objects in a few simple terms, the teacher helping them to discriminate between essential and non-essential details.

The well known index to Miss Sweet's Lessons in English, No. 2, forms the framework on which much of the formal language work in this grade and the next is shaped. In working up these principles many ways and means are used. Action work, story and picture work, questions and answers, letters and journals, all have their place, and in them all is emphasized the necessity of sorting and properly arranging ideas as well as words, the need of distinguishing between the important and the unimportant, the necessary and the unnecessary in both thought and expression. The ability thus to discriminate is not

likely to develop in the deaf child without careful cultivation. The average hearing child soon learns unconsciously to make for the point in the story he is telling. The deaf child has to be taught how to do so. Too much stress can hardly be laid upon the responsibility that is ours in this part of the work. Unconsciously if possible, consciously if need be, the deaf child must learn the current conventional language forms in which to clothe and convey his thought to others if he is to know the blessedness of giving as well as of receiving; and it is the teacher's part to help him realize that his thought, be it ever so beautiful or ever so forceful, must lose something of its force and much of its beauty if confined in a maimed and crippled sentence form.

By the middle of the second year more elaborateness of design and smoothness of construction may be noted in the pupil's original work. Reading is encouraged in all the intermediate grades. When a difficult form is necessary for the expression of a child's thought it is unhesitatingly given and he is led to use it as often as his need for it occurs.

In the third grade *use* is still the watchword though acquisition is not ignored. In the main the work seems but the elaboration of the old designs. Outlines are filled in a little more, a few softer shades are added to the colorings, and one at a time new threads are placed within the worker's grasp. Not too many at a time, lest in the yet unskilled fingers that receive them they become but a useless mass of tangles, hindering, not helping in the work. The intermediate pupil is not a skilled workman and only with much practice is he likely to develop into one. Familiarity with his language threads, accuracy of eye, deftness of finger must be acquired before he can take up to advantage the more elaborate work of advanced grades; hence, throughout all the intermediate grades the watchword must be PRACTICE.

The next paper was by Miss FRANCES WETTSTEIN, of Milwaukee, on

ARTICULATION IN THE INTERMEDIATE GRADES.

Miss Wettstein began her paper with a warm tribute to the teacher from whom she received her training, the late Paul Binner. She went on to say that the criticism that Europeans make regarding the articulation in America is its unintelligibility. This criticism, she said, comes not from one only, but from nearly all who have visited the schools here. Mr. Ferreri says, "It is enough if the child moves its lips and emits a sound, no matter how indistinct, which impressed me as a laryngeal mumbling;" and again, "The larva of speech which only the teacher herself understood by indulgence." Miss Schmidt, though she did not express herself so strongly, was of the same opinion. She says, "I am certain that teachers as well as pupils in America can still improve in articulation work." In a general way, they agree that we have mastered the difficulty of placing the voice, and have had good results in producing quite agreeable voices. But of what value is a well placed and smooth voice and fluent speech, if it is not intelligible?

Before Mr. Binner went to Europe, he laid special stress upon the proper formation of the consonants, but after he came back his verdict was the same as that of others, viz., that the articulation in Europe was far better than here in America, and he thought it was due to our not laying enough stress upon the proper formation of the vowels. After experimenting, he came to the conclusion that in the English language, as well as in all other languages, the vowels are the bearers of the word, and that upon their proper formation the intelligibility of a word or a sentence depends. The articulation can

Miss SUSAN E. BLISS, of Mt
paper (here abridged) on

LANGUAGE WORK FOR IN

Through all grades in a w
deaf should run unbroken line
warp which gives form, firm-
whole fabric. History, geogra-
in its own special design.
own individual quality. ~~Help~~ assist in the proper
them all run, of necessity, ~~has~~ is. "Keep your

For present consideration, ~~never~~ that you should
divided into two parts, ~~not~~ or "l" but rather

In the Pennsylvania ~~language~~ the following vowel
sixth grades are classed ~~as~~ mark of the "r" you
corresponding approximate ~~to~~ vowel; while if you
pupils have been under ~~the~~ distinct consonant
in these grades do not ~~use~~ applies to all
used in immediately prec.

grades. Lines between ~~the~~ for each re-
guage work are as intan- ~~as~~ possible. This will
around the earth's ~~surface~~ toward and help
plans of work but in

Before the first of ~~the~~ seen, draw
most imperative need ~~to~~ in making
his own necessities ~~of~~ his tongue
and to ask question ~~of~~ natural sound,
interest him.

Miss Bliss then ~~says~~ lips, which
equipment with wh ~~en~~ always come
into the intermedi ~~ate~~
disappointed when ~~the~~ drill on
tual scene to mark ~~the~~ like and on
first leads up an as ~~so~~ by rapid
that the horizon is ~~the~~ cantal com-

binations. Sometimes pupils are able to give the simple element but drop it or give it imperfectly in the sentence. For this it is profitable to give rapid drill on a sentence that contains the difficult elements repeatedly; as, "Round and round the rugged rock the ragged rascal ran," or, "She sells sea shells."

In order not to become so accustomed to the child's speech "that is only understood by the indulgent teacher" take a reading lesson with which the teacher is not familiar and let the child read so as to be understood by her. When the pronunciation has become perfectly intelligible to the teacher let some one else listen and tell what he understood. It will be astonishing to find how often the child is not understood when his speech seems perfect to the teacher.

Smoothness of voice, accent, phrasing, and fluency may be grouped under one head. Smoothness of voice may be obtained by singing the vowels ē ä ʊ ū; i, ow, oy, ow, ī, making a circle with your hand to indicate smoothness.

Accent is added by singing syllables, then short, smooth sentences and later simple songs.

If a piano is at hand, these exercises are made enjoyable, for the majority of the deaf love music, strange as it may seem. Their singing seems like a monotonous chant but there seldom are discords. The voices of children of a certain age seem to respond intuitively to a certain tone in the musical scale.

The accent in all this work should be marked but not jerky. We Americans have been criticized upon this point also. It was said that the speech of our pupils was more monotonous than that of pupils in Europe, and it was thought that we laid too little stress upon accent in the beginning. It was said that the German teachers used greater force. But does not too much force and too

great exertion on the part of one muscle have a reflex influence upon the action of others? If a child stamps his foot, or uses his arm very forcibly, and at the same time speaks the word, the word will also be forced and harsh. In order to obviate all jerkiness from the exercises, the motion of a large circle on the accented syllable and smaller ones on the unaccented syllables may be substituted for the beat.

Rhythm work and voice culture must not be permitted to take the place of the old fashioned drill on longer sentences, paragraphs, or a stanza of poetry. It is best not to let the children sing those songs or verses that they are to speak.

One of the points the articulation teacher must bear in mind is the modulation; and here her power is limited except with those who have, or with whom she can develop, sound perception. With the totally deaf, it is the sense of touch that will make him able to modulate his voice. By training the pupils to distinguish the difference on a musical instrument between the vibrations of a very low tone and a very high one, and then letting them observe the similarity of the vibrations in the throat, they will be able to modulate their voices a little; but here it is that the work with those who have sound perception is most gratifying. By sound perception is meant ability to hear the sound of a whistle or the music of a phonograph when reinforced by a tube that transmits the sound directly to the ear. This is sometimes called "the hearing that is of no value." If it is not developed, it is not of any value; but in nine out of ten cases, it can be developed so that the child can at least hear the vowels. This work does not necessarily take so much extra time. While the teacher is laboring to have a child get the correct inflection or emphasis, by simply taking the tube that ought to be hanging at her right

hand and shouting the word into the child's ear she may even be saving time.

Stimulating the nerve fibres to action by means of the acousticon, or by means of loud musical tones; then to make the child distinguish the vowels through the ear tubes, and later to make him hear the natural voice, or even to teach him to carry a melody fairly well, is not easy work by any means. It requires patience and perseverance and a spirit which demands no praise; for, often, such work is spoken of with contempt, as,—“O, yes, that child hears,”—or, “There are so many hearing children in that school.” But the result is gratifying to the teacher who knows that the reward of a thing well done is to have done it.

All the work is done in vain if all the teachers are not constantly alert to the inaccuracies of speech; if they do not train their ears to become sensitive to errors, and if they are not persistent in their efforts to correct these. Every teacher who has the child in hand must insist upon that child's best speech at all times. She must not at any time permit carelessness to go unnoticed. She cannot at all times be improving that child's special difficulty—this must be done at special periods—but she can insist upon every element being given to the best of the child's ability.

The secret of success lies in perseverance, hard work, and determination to gain a definite end. What can be done elsewhere can be done here; we should show our European friends that we have profited by their criticism and that we *can* teach articulation and that we *will*.

Dr. ADOLPH KOENIG, of Pittsburgh, read a paper on

SCHOOL SANITATION AND HYGIENE.

After recommending careful daily inspection of institutions as likely to promote health and reduce mortality incident to contagious diseases, Dr. Koenig said there were many features of hygiene and sanitation, such as proper lighting, heating, and ventilation, to which it was scarcely necessary to refer. He nevertheless called particular attention to the matter of draughts, which he considers more baneful in their effects than air deficient in oxygen and contaminated with noxious gases.

The seats and desks in the schoolroom should be arranged with a proper regard to the light and should be adjusted to the size of the child, having regard for the height of the knee and the elbow. Either of these latter points being out of proportion may result in curvature of the spine or other defects antagonistic to good posture. He then quoted from a recent article in the *New York Medical Record* five essentials for the preservation of health in children, the gist of which may be thus summarized: ample rest, proper diet, fresh air, freedom from dust and exposure to disease, and freedom from worry and fatigue.

Many children, said Dr. Koenig, suffer from insufficient sleep, the time for which should be so arranged that the awakening in the morning should not be forcible and involuntary, but spontaneous. Neither should sleep be sought too soon after a meal, for the processes of digestion are much depressed during sleep.

A keen appetite for breakfast is evidence of a healthy condition of the body and *vice versa*. After a prolonged period of fasting represented by the time of sleeping, nourishment is demanded by the tissues of the body; hence breakfast should be a fairly substantial meal of a

readily assimilable character. Dinner should also be a substantial meal, whereas supper should consist chiefly of material easy of digestion. About an hour of rest should follow the midday meal, after which the tasks imposed should be of a light character for at least another hour. The periods of study should be broken by intermissions of exercise in the open air so that the muscular system may be developed. Brain tire, whether due to over-application or worry, should be avoided. When a condition of brain fag supervenes all effort should be relaxed, for then no lasting impressions can be hoped for, and progress is impeded rather than hastened.

Dr. Koenig spoke of the value of manual training, if not given too soon after the mid-day meal, as exercise calculated to aid rather than retard digestive processes.

Dr. Koenig next spoke concerning the importance of the character of the food of school children, saying that the needs of the human organism demand both animal and vegetable food, as is proven by long experience as well as by the character of the teeth. After discussing the relative values of various food products, Dr. Koenig said in conclusion that the subject of bathing was one which is looked upon with considerable difference of opinion, but that it was possible to err at both extremes, and expressed it as his opinion that those who bathe oftener than twice a week might do well to adopt in a measure the method of inunctions of the ancient Egyptians, Greeks, and Romans, whose predilection for bathing is well known.

Mr. RICHARD O. JOHNSON then read a paper (here abridged) on

DEFECTS OF CHILDHOOD.

For a number of years four defects of childhood, viz., adenoid growths, enlarged tonsils, defective eyesight, and defective teeth, have been pretty thoroughly discussed by specialists within and without the medical profession.

The average parent sees no farther than his own family—and he sees not clearly his own. The inevitable results of these defects may present themselves but are considered “natural and to be expected,” and nothing is done for their relief. Therein lies the pity! The child may die from these defects, frequently does though other causes are assigned, but living he suffers mentally, physically, and often morally.

Pharyngeal tonsils (adenoid growths), a spongy blood-filled mass in the naso-pharynx, and enlarged faucial tonsils tend to closure of the pharyngeal opening of the Eustachian tube. This causes abnormal atmospheric pressure upon the ear drum from without, produces inflammation within the middle ear cavity, and the formation of pus for want of proper ventilation and drainage through the tube, resulting in abscess and puncture of the ear drum or escape into the inner ear, causing nerve deafness and a long list of other complaints. This tonsillar enlargement is an important factor in disease, interfering with nasal respiration, with perfect mobility of the uvula, and with perfect phonation. It commonly results in inflammation, tonsillitis, quinsy, rheumatism, etc., affects the general health, and through extension of inflammation to and partial closure of the Eustachian tube causes total or partial deafness. To say the least of it, this enlargement is a source of much discomfort, and an operation that usually takes but a few minutes will generally result in better health and greater physical development, if nothing more.

The symptoms of adenoid growths are numerous and vary in different children but in nearly all cases the faucial tonsils are enlarged, and one specialist asserts that to him enlarged faucial tonsils are proof positive of adenoid growths without further examination.

Mr. Johnson said that most ear diseases are caused by affections of the naso-pharynx, perfect hearing depending upon free ventilation of the middle ear, and quoted statistics to show that ear diseases are much more common in young children than is generally supposed. He claimed that correct diagnosis and prompt and efficient treatment in cases where ear disease exists would probably prevent partial or even total deafness, and perhaps even save the child's life.

After quoting recently compiled statistics as to the prevalence of defective hearing and of defective vision among public school children in different parts of the country, Mr. Johnson said:

Alarming large percentages of backward and feeble minded children upon examination have been found to be afflicted with deformities of the eyes impairing vision, all of whom evidenced marked improvement, mentally and physically, when defects of sight had been corrected. In many instances insubordination, truancy, and viciousness have been successfully overcome by the prescription of correct glasses.

A thorough examination of our public school children throughout the country would disclose an alarmingly large proportion of pupils who lack the proper perception of speech sound, who are practically deaf to certain elementary sounds, and to whom ordinarily modulated speech must seem in consequence a confused jumble or unintelligible mumbling. It would be found also that defective eyesight is most prevalent. Without knowledge on the part of teacher and pupil of the latter's deficiency,

the child stumbles along through the grades, displaying that which is unjustly styled natural stupidity. The remedy for such a state of affairs is plain and simple. There should be a State law everywhere requiring an examination of the hearing and eyesight of all school children at least once in three years, as is now the case in Connecticut. There would then come about better knowledge of the possibilities of prevention of ear and eye deficiency, proper treatment would be prescribed, and this most common evil reduced to a minimum, nervous exhaustion would be relieved, better health would result, and greater educational progress would be made.

Mr. Johnson called attention to the importance of the care of children's teeth as a safeguard against disease and then concluded his paper by saying it was the duty of parents to give heed to their children's welfare by having the adenoid growth and the enlarged faucial tonsil removed as early as possible, to have the eyesight safeguarded by the prescription of correct glasses, and to have the teeth cared for in proper manner. If parents are unable or neglect to do these things for their children, then the State should attend to them for its own protection.

At the conclusion of Mr. Johnson's paper—

Dr. CROUTER said that in the majority of cases operated on for adenoid growths, an improvement in the general health of the child was the most that could be expected.

Dr. WESTERVELT said that two children in the Rochester School had their hearing so much improved by the removal of adenoid growths that they were afterwards able to attend the public schools, but that in most cases only the general health was benefited.

Tuesday evening from eight to ten the officers of the Institution gave a reception in honor of the members of the Association. During the latter part of the evening there was an informal dance which proved to be an enjoyable affair to all present.

WEDNESDAY, AUGUST 29.

After prayer by Dr. TATE of Minnesota, Mr. HARRIS TAYLOR, of Kentucky, read a very interesting paper on
THE USE OF PICTURES IN ADVANCED GRADES.

After speaking of the value of pictures as an educational factor in advanced work as well as in the primary and intermediate grades, Mr. Taylor criticised the illustrations usually found in geographies as being poorly engraved, badly printed, wrongly grouped, antiquated, selected in a haphazard way, and often of subjects most trivial. He gave many amusing illustrations of the misleading and often absurd impressions conveyed to the pupils by these pictures.

Verbal description is not sufficient when the pupil is on unfamiliar ground. The local scenery does not furnish all that is desired in the way of land and water formations, animals and plants, habitations, industries, and products. Pictures in many cases are the best aids and in some cases the only aids. What you want is rarely in the text-book. If it is, it may be so inaccurate that you wish it were not. Pictures are needed, many pictures, and for most of them you must rely on other sources than the text-book.

Pictures are of no less importance in teaching history. Pictures of historic persons, places, buildings, weapons, defences, battles, dress, habitations, amusements, etc.,

help to illuminate the text, which under the most favorable conditions is often none too clear. Pictures should not be used to take the place of thinking, but to give bases for more accurate thinking.

Pictures are used extensively in the advanced department of the Pennsylvania Institution, probably more extensively than in the advanced grades of any other school for the deaf.

The credit for beginning the collection of pictures for school-room use in the advanced department should be given, I think, to Mr. Edwin Stanley Thompson. Miss Grace L. Wright should receive most of the credit for the arrangement and classification.

In the Pennsylvania Institution there are about 7,000 or 8,000 pictures mounted on manilla cards, eight by ten inches. One or two thousand are mounted on cards large enough for a full-page illustration from Harper's or other weeklies. On still larger cards there are hundreds of double-page illustrations from Harper's and similar publications. The magazines often contain excellent illustrated articles on travel and history. These are put away in stiff manilla envelopes of the same dimensions as the smallest cards. All these pictures and articles are indexed and filed in cabinets where they are accessible at a moment's notice. All these mounted pictures and several thousand not yet mounted are intended for use in the departments of geography and history; but their worth in language teaching is not to be ignored.

Old magazines, daily and weekly papers, souvenirs of various places, railroad booklets, advertisements, and worn-out books are sources from which pictures may be obtained. The work of collecting, selecting, cutting out, pasting, and indexing is not easy; on the other hand, the expense is not great. The same spirit that animates the collector of stamps, coins, or autographs will soon

affect the teachers who begin the collection of pictures for school-room use. The zeal of the collector is theirs. Once inspired by this zeal, they will find ways and means of collecting a large number of pictures.

There is also an unusual collection of lantern slides at the Pennsylvania Institution. Nearly all of these slides were made by Mr. Thompson, who is a great traveler and a good photographer, and who is never so happy as when he is oozing information from every pore. The teacher of geography and the teacher of history can attest to the profit and delight these slides have afforded their pupils. One of the language teachers recently said that she got more constructive language from the stereopticon entertainments than from any other source.

The next paper presented was by Mr. A. U. DOWNING, of the Western Pennsylvania Institute, on

ARITHMETIC: THE EQUATION-ANALYTICAL
METHOD.

The statement has been iterated and reiterated that arithmetic occupies in our school courses a position of exaggerated importance. Such criticism is not justified by the facts. If arithmetic has failed in the past to serve as a vehicle for original thought on the part of the pupil, the reason is it has not been properly conceived and presented. The trouble lies with the teacher and not with the science. The remedy must therefore come from the schoolmaster. Any method, to meet requirements, must be made up of related facts or it is not method at all. The method I have adopted in teaching arithmetic concerns itself only with the manner of working problems in a rational way. Its merits in the main are:

1. It is systematic. By it a pupil follows natural processes and when he has solved the problem, he has done it by a systematic line of reasoning that can scarcely fail to produce the desired result. Step by step he moves through the various principles involved, and confidently he comes to the end.

2. Oral explanation on the part of the pupils is wholly unnecessary. The finished work stands as a complete whole. Every principle is applied in its proper place; everything has its proper label. The method is a *time saver*.

3. The pupil's idea of values becomes clear. A false statement soon becomes apparent even to pupils of less than average intelligence. The method corresponds to equations in algebra. It is a system of equalities and the sign of equality ($=$) is designed to be used in place of the complete language expression in higher classes in order to facilitate work.

4. It provides numerous opportunities to impart correct and difficult language forms.

5. The method arouses the pupil's interest.

6. It begets confidence a trait, so desirable and yet so rare. Problems that are difficult of solution, when undertaken in other ways, become comparatively easy by this method. The pupil's preliminary drill in comparison of values stands him in good stead now, for he has begun to understand how to reason his way through the solution step by step. He no longer depends on the teacher but sees for himself and understands.

7. The finished solution presents a much neater appearance and is much more easily traced than haphazard ones. Too many teachers grow lax in the matter of neatness, especially as the pupil nears the end of his school career.

Mr. Downing then demonstrated his method in actual practice by means of problems involving operations in

compound numbers, common and decimal fractions, profit and loss, interest, and compound proportion, Miss Austa Mays, one of his pupils, having worked them on the wall slates during the reading of the paper.

The following are selections from the problems presented:

Problem 1. At $\frac{1}{4}$ of a dollar per yard, how many yards of ribbon can be purchased for $\frac{3}{4}$ of a dollar?

Solution:— $\frac{1}{4}$ of a dollar is paid for 1 yard.

$\frac{3}{4}$ or a dollar is paid for 5×1 yard = 5 yards.

$\frac{3}{4}$ of a dollar is the same as $\frac{3}{4}$ of a dollar; then, $\frac{3}{4}$ or a dollar is paid for 5 yards.

$\frac{1}{4}$ of a dollar is paid for 5 yards $\div 4 = \frac{5}{4}$ yards.

$\frac{3}{4}$ of a dollar is paid for $3 \times \frac{5}{4}$ yard = $1\frac{3}{4}$ yards or $3\frac{1}{2}$ yards.

Answer:—Three-fourths of a dollar will buy $3\frac{1}{2}$ yards of ribbon.

Problem 2. Reduce 2 yd., 2 ft., 7 in. to inches.

Solution:—1 yard contains 3 feet. 2 yards contain 2×3 feet = 6 feet. 6 feet + 2 feet = 8 feet. 1 foot contains 12 inches. 8 feet contain 8×12 inches = 96 inches. 96 inches $\div 7$ inches = 103 inches.

Answer:—2 yd., 2 ft., 7 in. contain 103 inches.

Problem 3. A merchant's profit on a piece of cloth that cost \$40 is 10%: for how much does he sell it?

Solution:—Cost 100% + 10% profit = 110% selling price; then 100% is equal to \$40. 1% is equal to $\$40 \div 100 = \$.40$. 110% is equal to $110 \times \$.40 = \$44.00$. He sells it for \$44.00.

Problem 4. If 180 men in 6 days of 10 hours each dig a trench 200 yards long, 3 yards wide, 2 yards deep, in how many days can 100 men working 8 hours a day dig a trench 180 yards long, 4 yards wide, and 3 yards deep?

Solution:—180 men can do the work in 6 days. 1 man can do it in 180×6 days = 1080 days. 100 men can do it in $1080 \text{ days} \div 100 = 10.8$ days. By working 10 hours a day it can be done in 10.8 days. By working 1 hour a day it can be done in 10×10.8 days = 108 days. By working 8 hours a day it can be done in $108 \text{ days} \div 8 = 13.5$ days. A trench 200 yards long can be dug in 13.5 days. A trench 1 yard long can be dug in $13.5 \text{ days} \div 200 = .0675$ days. A trench 180 yards long can be dug in $180 \times .0675$ days = 12.15 days. A trench 3 yards wide can be dug in 12.15 days. A trench 1 yard wide can be dug in $12.15 \div 3 = 4.05$ days. A trench 4 yards wide can be dug in 4×4.05 days = 16.2 days. A trench 2 yards deep can be dug in 16.2 days. A trench 1 yard deep can be dug in $16.2 \text{ days} \div 2 = 8.1$ days. A trench 3 yards deep can be dug in 3×8.1 days = 24.3 days.

Answer:—It will take them 24.3 days.

of overcoming them. Many teachers have extremely hazy ideas on the subject, and they are frequently misled by what they have studied in their school grammars. These were prepared for hearing children who already had language, not for the deaf who are learning it, and their treatment of the verb is often illogical and inconsistent.

The following resolution submitted by Superintendent WALKER, of South Carolina, and seconded by Dr. WESTERVELT, was then passed by the Association:

Resolved, That the training of the teachers of speech to the deaf should include a thorough knowledge and working command of Bell's Visible Speech symbols.

A paper entitled

WHAT WE HAVE DONE IN OUR LIBRARY
CLUBS

was read by Miss CANDACE A. YENDES of the Western Pennsylvania School.

After speaking briefly of the importance of cultivating the reading habit in our pupils, she told how the library clubs had been organized and successfully carried on in the Edgewood School.

They have been organized about three years and the work accomplished as a whole has been very satisfactory.

The Boys' Club is in charge of Mr. B. R. Allabough and the Girls' Club in charge of Miss Frances Barker

FEEDING THE WORLD,

the central idea of which was to suggest how facts and figures may be used to supplement text-books. The paper contained an array of interesting and curious facts which clearly illustrated how an adroit teacher can handle statistical information in such a manner as to awaken interest in what is often a dry subject.

After stating that the wants of man are food, clothing, and shelter, Mr. Thompson told of the simple food supplies that are sufficient for the savage and half-civilized peoples of the earth, and then described somewhat in detail the way in which the food supplies of civilized peoples are obtained, showing how man, as he advances in civilization, demands a greater variety of food and draws upon the whole world to supply his wants, thereby giving employment to millions of men in the production and distribution of the necessities and luxuries of life.

Mr. F. W. BOOTH then read the following [paper] (here abridged) on

NORMAL TRAINING FOR ORAL TEACHERS OF THE DEAF.

Little more than a generation has passed since the methods of professional training were such that it was obtainable only in the kind and measure that it could be given by one person to another. The young law student read law in the office of some local practicing attorney; the medical student read medicine in the office

of the family physician. There was but little teaching by this system, for the nominal preceptors had little time to teach and even less time to study and prepare themselves for teaching. A crude, slow, wasteful system it was, and it went fittingly with the other slow-going, time and strength consuming processes of its day, the day of the stage coach and the canal boat, of the sickle and the flail, of home-spun, home-woven clothing. In the solidarity of social, business, and industrial practices, they all went together, and naturally they all passed away together. But what has come in their stead? The answer may be given in a word—the factory, the factory principle and system in everything. What the factory system has done for mankind in the production of material things and comforts, the principle in practical applications of it has done for men in providing professional training of high order.

But what of pedagogy as a profession, and of the training afforded for it? Has it, too, come under the full dominance of the spirit of the age? The Normal Schools and Teachers' Colleges are our sufficient answer. Pedagogy has risen to the rank and dignities of a profession. Fortunate indeed are our children, for school opportunities and privileges and a quality of teaching are theirs that their parents neither knew nor dreamed of.

But while the principle of provision of thorough training for the profession of pedagogy is to-day generally recognized as the highest wisdom, our own work has, as yet, experienced only a partial, restricted application of the principle. It is within the recollection of us older teachers that the saying that every new teacher spoiled at least his first two classes was accepted not only as a truism, but as a truism in accord with the very nature of things. It was not until our special pedagogy broadened to include the giving of speech to the dumb, and ability to read

speech on the lips to the deaf, that preliminary training for the work was recognized as an imperative necessity for its successful prosecution.

But the work has, in reality, enjoyed the benefits of but a restricted, superficial application of the principle in the actual training work attempted and accomplished. We have fashioned our training methods largely upon the old-time law-office, doctor's-office plan, making training available in that kind and measure that one teacher has been able to give to another. This individual instruction, as given, was necessarily of brief duration, rarely more than three months, with lessons of an hour or so daily, and exhaustive—if so in any sense—only as relative to the resources and ability of the instructor giving it.

It may be said that the method of teacher to teacher training was born of necessity; therefore, that it has necessity for its excuse and justification.

But has not the work outgrown this altogether inadequate method of training? Has not our pedagogy reached a stage in its development to require advancement to bring it upon a level, in its aims, breadth, and scope, with the training afforded for other professions? Shall we not have for our profession all the advantages in training that other professions are enjoying in the thorough courses provided in their training schools and colleges, and thereby have our teachers, at the very entrance upon their life work, accredited masters of it, and equipped, so far as training can equip them, for the doing of highly successful work from the start? I can imagine no answer in the thought of any one that is not affirmative to all these questions.

Nor would I overlook the fact that for years we have had training work of the highest order and effective to a most satisfactory degree; but, unfortunately, it has been a restricted work, restricted by force of uncontrol-

lable circumstances to narrow limits and a meagre output. "A little leaven leaveneth the whole lump." That is a true saying, for it is scriptural; and it is quite as true in its non-scriptural as in its scriptural applications. But it is necessary that, even with leaven, proportions should be maintained. So, while we have had most excellent training schools, with thorough courses, their output has been too insignificant from the numerical standpoint to have appreciable effect, except in spots, upon the great body of teachers and the work done by them. But while this little leaven has had but an inappreciable effect upon the great mass of the *work* of the profession, it has had effect, and profound effect, upon the *thought* of it, and the training done, limited though it has been, has had widespread recognition and appreciation. The judgment of the profession is wholly in its favor, as it is wholly condemnatory of the training work that has been heretofore accepted as but a compulsory choice of evils. Our work is to-day on the threshold of a movement destined to revolutionize our training work and to bring it all under normal school and training college direction and control. This revolution accomplished, the time will have arrived, and speed the day, when it will be an impossibility for a teacher to gain entrance to our profession without a certificate in hand of graduation from an accredited normal school. We are what we know and think, and we know and think, in much the greater part, what we have seen and experienced; therefore the importance in normal training work of experiment with successful work in actual continuous contact with it and participation in it. Without this experience, normal training is but an academic theory. Therefore, let our schools for training teachers be established and maintained at the seats of successful schools, and there only; schools successful moreover in that measure always that they are known

to do superior work with every grade of children.

Mr. Booth then spoke briefly of the enlargement of the Normal Training Department at Northampton and the good results upon speech teaching that will naturally come therefrom, increasing as it will the material output and in corresponding ratio the leavening power of that school. Mr. Booth did not wish to be understood as implying that leavening power and virtue are thought local to this single school. The special activity to be put forth at this time is to be localized and centralized in order that it may be safely and surely effective, since to dissipate energy is usually to waste it.

In closing, Mr. Booth said: I cannot help expressing the hope that the progress of the profession in its education on this subject of training of teachers will go right on indefinitely, to arrive at that stage soon when there will be no training, absolutely none, in any degree approved, much less accepted, that is not of the normal school or teachers' college order and grade.

—

Superintendent JONES, of Ohio, then read the following paper (here abridged) on

THE EDUCATION OF THE DEAF-BLIND,
WITH SPECIAL REFERENCE TO LESLIE OREN.

To the casual observer the education of a deaf-blind pupil is a great undertaking, requiring the most careful preparation of a teacher after nature has endowed her with unlimited patience and unswerving perseverance. But in reality this is not so. The same great principles that underlie the education of children in general apply with equal force to the education of the deaf-blind, and

nothing more. The successful teacher of hearing children will, after she has learned the manual alphabet, which requires but a few hours, have no more trouble in teaching the deaf-blind than she had in her school of normal children. No more patience, nor tact, nor skill is required and, in fact, not so much, as the element of discipline is eliminated and the work is reduced to preparation and instruction. Likewise the poor teacher of normal children will find her work a failure in the new field of the deaf-blind. While much depends upon the teacher, great result does not depend upon her entirely. The mentality of the pupil must be taken into consideration. The strongest teacher will fall short of astounding results if her pupil is dull and sluggish in intellect. The ideal school is the strong teacher and the bright pupil. This has been illustrated by Laura Bridgman, Helen Keller, Oren Benson, Tommy Stringer, Lottie Sullivan, Leslie Oren, and their respective teachers.³

The instruction of the deaf-blind who had acquired language before they lost their hearing and sight later is comparatively easy. The difference between their instruction and that of hearing-seeing students is only the difference between using nature's intended instrument, the voice, and nature's best substitutes, finger spelling and raised print.

The deaf-blind whose affliction occurred before language had been acquired present a different problem to the teacher. She must begin at the beginning of things. They have neither the medium nor the instrument of conveying thought. The vessel, the mind, is there for receiving and giving out impressions, but there are no language, no words, no letters, not even signs beyond those of the brute animal without the brute animal's instinct. The pupil cannot hear the teacher's voice nor see her motions. In all probability, it does not know

that there is a language in existence, and surely knows nothing of arbitrary characters, the manual alphabet, for expressing that language.

Leslie Oren was in this condition when he was brought to the Ohio Institution in September, 1898, and turned over to his teacher, Miss Ada Lyon. Miss Lyon was entirely unacquainted with the special work of educating the deaf or blind. She had never seen either class of child instructed. She had never seen a deaf-blind child and until six weeks before she began her work with Leslie did not know the manual alphabet. But she had been a teacher in the public school; she had been a student of methods and had had some pedagogical training after the spirit of independent normalism. Leslie had lost his hearing and sight at two years of age before he had gained a knowledge of more than the simplest language and this he had soon forgotten. It is an old adage in Ohio that man can be reached most easily through his stomach. It was so with Leslie. In fact, it appeared to be the only way. Miss Lyon was his matron and mother as well as his teacher. They were together all the time, eating at the same table and sleeping in the same room.

The work was necessarily slow for some time but he seemed to realize from the first that she was his special friend and attendant. So, when meal-time came, she gave him the conventional sign for "eat." He seemed to grasp the meaning at once and gave it himself. She then substituted the manual spelling e-a-t for the sign. He soon got that. While, of course, he did not know the significance of the finger movements, his teacher taught him to make e-a-t, and while he did not know that they represented letters that he would have to make always, he made them to indicate that it was meal-time. So she taught him the names of articles of food, each word becoming easier as Leslie's interest and understand-

nerve of hearing. Compared with instruments intended to aid the deaf, the telephone has an exceedingly gentle vibration; hence, he believed that continuous use of powerful telephonic devices would prove detrimental rather than beneficial to the hearing of the users.

When asked by Dr. WESTERVELT whether he thought the use of the ordinary telephone would injure the hearing if not used to excess, Dr. JACKSON stated that in his opinion the use of the telephone with pupils who had defective hearing would provide needed exercise and if used only an hour or two a day would work no injury to the hearing.

Miss YALE asked Dr. Jackson whether he thought the ordinary paper roll skilfully made by the teacher would not prove as effective as hearing tubes or other devices, and added that such was the claim of one of New England's most gifted specialists.

Dr. JACKSON said that the paper roll would certainly have its advantages over the tube, especially from a sanitary point of view.

At the conclusion of the discussion, Dr. Crouter thanked Dr. Jackson for his excellent address, and then introduced the next speaker, Miss KATE H. FISH, of Gallaudet College, who read a paper entitled

SPEECH WORK FOR OLDER PUPILS.

Miss Fish maintained that, while the articulation instruction of the adult deaf-mute is in some respects more difficult than the task of teaching little deaf children to talk, it is far less laborious than is usually asserted. In the case of the older pupil, we have the great advantage of his intelligent co-operation. He wants to learn to talk or he would not be in the articulation class. Then, although the organs of speech are more pliable in early youth, nevertheless, constant practice in scientific lip and

tongue gymnastics will soon limber the speech apparatus of any deaf adult.

The articulation status of students who come to Gallaudet College ranges from the harsh rudimentary sound made by the wholly untaught to normal speech. At the present time, though, the number of students who have had no instruction whatever in speech is small. In addition to this small number of the previously untaught may be added, first, those who have had one, two, or three years of speech work in the State or other schools and then dropped the subject entirely. Second, those who have been nominally taught in classes so large that the articulation teacher was unable to do justice either to himself or his pupils. Third, the neglected semi-mute.

Of these four classes Miss Fish regarded the first (that of the wholly untaught) as the easiest to deal with. The student who has never spoken comes prepared to do exactly what his teacher tells him to do without the irritating self-conceit of slightly informed ignorance. He has no incorrect ideals of speech. He unquestioningly accepts his teacher's standards of lip and tongue positions. Given such a student of fair natural ability, success is almost sure.

It is the rule in some schools to put all beginners into an oral class. Many of these children are dropped later from the class, not always, it would seem, with good and sufficient reason. Too often a deaf child's own whim decides the matter. Again, the oral classes become over-crowded and almost any excuse is accepted to reduce numbers. According to their own testimony, some of the brightest young men and women at Gallaudet were thus dropped from their articulation classes. Their vocal organs are normal. There is no apparent reason why they should not be good talkers and lip-readers. Many of these young people, graduating, acknowledge

gratefully that among the benefits which they have received from Gallaudet College the gifts of correct speech and lip-reading are by no means least.

But some among this class of students are hard to deal with. During the years in which their speech has been neglected they have fallen into the use of an unintelligible jargon. Such a student usually has a fluency of utterance only matched by the volume of his self-conceit that his speech is agreeably perfect. When convinced, finally, to the contrary, he is apt to become fearfully discouraged, so that, in meeting conceit and trying to keep up the student's interest in articulation, the teacher finds himself between the devil and the deep sea. First of all such a pupil must be taught to hold his vowels steady. He must stop making superfluous positions. He must be shown how to connect sounds closely. He must take position before he gives sound and stop sound before changing position. It is better to make him pronounce each word by itself than to try to keep up continuity of sound in sentences at the expense of distinctness. If such a student is in dire earnest he may be helped to talk respectably.

Other students have been seriously harmed by being *retained* in an over-crowded oral class. Our schools need not only more but smaller oral classes.

The neglected semi-mute is numerous represented at Gallaudet. Sometimes he is the product of a succession of private teachers, some of whom have been capable, others incapable. Sometimes he comes from a public school where teachers lacked either knowledge or inclination to deal with his speech needs. Nor are some schools for the deaf without blame in regard to their treatment of the semi-mute. Too often he is left practically unheard as far as his speech is concerned. The naturalness of his talking covers a multitude of sins of vowel

and consonant omission and commission. He seems to talk so easily that the busy teacher of congenitally deaf pupils hardly notices his gradual lapse from normal speech.

Miss Fish gave in detail several examples typical of the difficulties encountered by the teacher of adult deaf. In closing she said that discouragement often descends upon us all. Our work is hard. Nevertheless, the truth remains that we are called of God. Every deaf child has a right to be taught, either early or late, to use his organs of speech. Here the old proverb is emphatically true—"Better late than never."

On Thursday evening a large audience assembled in the chapel and enjoyed a literary and historical treat in the address on "Colonial Pittsburgh," by Dr. SAMUEL HARDEN CHURCH, of Pittsburgh.

FRIDAY, AUGUST 31.

Miss YALE presided during the first part of the session.

After the opening prayer by Dr. G. O. FAY, of Hartford, Miss MARY McCOWEN read a paper entitled

HOW BEST TO SECURE INTELLIGIBLE SPEECH
IN DEAF CHILDREN.

Speech for the deaf as for the hearing child is but a medium of expression and for its value depends entirely upon preceding steps. It cannot be considered apart from other activities of the mind; accordingly a discussion of the processes involved in the acquisition of language by a hearing child will give us the relation which

speech bears to language in its normal evolution, and will furnish a basis for comparison both as to the processes and the results obtained in our attempt to give deaf children intelligent speech. In the complex process of learning to speak, which Compayré characterizes as the highest act of human evolution, the hearing babe passes through a number of stages which involve the possession and co-operation of certain physiological organisms and intellectual faculties.

After reviewing the normal method by which the hearing child naturally acquires speech, emphasizing the periods of preparation in the reception of sounds and of spontaneous articulation that precede the interpretation of the speech of others, and that in which after numerous and constant imitations of speech the child finally comes to a spontaneous use of language, Miss McCowen stated that even the speech of the normal hearing child is often for a long period crude and imperfect, but is perfectly intelligible to those accustomed to it. In like manner a foreigner learning English may omit entirely certain sounds and maltreat others, may mix tenses and otherwise abuse the English sentence, but if he makes himself understood he is said to have intelligible speech. Speech, then, the **flower of language**, of which there is no standard of absolute perfection, though there are many degrees of intelligibility, even very imperfect speech, comes to the hearing child only after a long period of mental and physical growth, training, and development.

Speech for the child born deaf is a potentiality though school is a reality. He is in possession of the machine but has not yet been adjusted to the pulleys nor for the time learned to handle the instrument: in his of the sense pulley is lacking in the machine and heeded as it is. Adjustment of the belts; but if he can proceed very smoothly,

though somewhat retarded, especially in the beginning. The steps between the condition represented by no speech and intelligible speech are for him identical with the steps taken by the hearing babe in covering the same ground.

The language of speech, however, by which he is surrounded, cannot reach his consciousness and cannot, therefore, awaken a response in either interpretation or imitation of spoken words. His wants demand expression and he uses both voice and motions, the former less and less frequently as the months pass and the latter more and more freely. With equal intellectual possibilities he can never develop unconsciously a knowledge and use of language and speech as does the hearing babe. Since this is true, to what extent and how can we apply to advantage the laws deduced from a study of the normal hearing child? Though the defect of the deaf child is serious, the fact remains that all the functions of his body and his mind are subject to the same laws that control the growth and development of the hearing child. Our aim in giving him an education, and especially in giving him language and speech as a basis for education, should be to work as nearly as possible along nature's own laws. We should supply conditions that will enable him to get through conscious effort what, because of his deafness, he cannot get unconsciously. We should surround him by language which he is led to see, and allow him to enjoy the full period of impression, that is, of seeing, understanding, and growing into a knowledge of language through its use, before we insist upon accurate analytical articulation. We should not only help him to acquire language through its use, but should allow him to know and speak words and sentences, even though imperfectly, when used as the symbols of thought and as a means of spontaneous self-expression. We should make use of every possible

opportunity in daily companionship during the natural activities of home and early school life to help him extend his knowledge of language, and should gradually lead him, through conscious imitation and by suggestion, to correct his inaccuracies in articulate speech.

From this point his education can proceed along more natural lines. Miss McCowen stated that ideal conditions seldom exist and that we must take the deaf child as we find him at five, seven, ten, or even twelve years of age.

During the formative language period the teacher, who should be trained in the sciences of psychology and pedagogy, and an expert in the analysis of sound production, should take note of the child's errors in imitative utterance by a series of systematic exercises, vocal gymnastics as it were, strengthening the physical mechanism when weak, training the hearing where even a little adds to the success and ease in modulation, and furnishing the child with incentives to and avenues for expression of thought by the use of exercises that will quicken the intellect and strengthen the body, thereby enhancing the possibility of more and better speech.

It was announced that the paper on the "Classification of Pupils and Methods of instruction Pursued in Schools for the deaf in Denmark," by Mr. Anders Hansen, of Nyborg, Denmark, would be published in the report of the meeting. Mr. Hansen had expected to be present to read his paper, but owing to the postponement of the meeting had returned to his home.

Mrs. Westervelt read a tribute to the memory of Alexander Melville Bell written by Miss SARAH FULLER, of the Horace Mann School, Boston. After referring to

the winning personality and gracious manner of Professor Bell, as well as his true greatness as a man who had ever a high regard for the sacredness of truth, honor, and justice, Miss Fuller recounted briefly the life-long and valued labors of Professor Bell as teacher, lecturer, and author on both sides of the Atlantic, and in concluding said: Indispensable to the student of speech as is all that has been indicated in these allusions to Professor Bell's work, we are forced to admit that his greatest service was in the invention and formulation of his system of Visible Speech. The labor of twenty years crystallized in the pages of a book written with the thought of the needs of all the people of the entire globe!

The last paper read was by Hon. JOHN HITZ, Superintendent of the Volta Bureau, on

THE PROGRESS OF SPEECH WORK IN FOREIGN SCHOOLS.

Mr. Hitz introduced the subject by giving a concise history of speech-teaching from the time when the venerable historian Bede (673-733), credits his instructor, the Bishop St. John of Hexam, founder of Beverly Minster, with having taught a deaf and dumb youth to speak, to the date of Anman's treatise on speech-teaching, published in 1692-1700, entitled *Dissertatio de Loquela*, whom Eduard Walther, Director of the Royal Institution at Berlin, Germany, designates as the real founder of the so-called "German Method." Heinicke was credited with having opened (1778) in Leipzig the first public school devoted exclusively to the teaching of speech to the deaf.

Tables of foreign speech-teaching schools given in the *Annals* for January, 1882, were introduced to show

the standing of speech-teaching at that period, followed by another table giving the estimated number of pupils being taught speech in foreign schools at the commencement of the present century, aggregating 24,008 out of 26,697 under instruction in all other countries than the Americas.

Comparing Europe and America, Mr. Hitz noted that, while in foreign schools the teaching of speech to very young children is disapproved of, in America kindergarten classes are being successfully introduced in some schools; and as another divergence between foreign and American teachers of speech he noted the fact that, while abroad teachers continue to rely on the diacritical marks of lexicographers for their varied alphabetic standard of sounds, American teachers prefer the more scientific standard of the Visible-Speech system of the late Professor Alexander Melville Bell.

In conclusion, Mr. Hitz invited attention to a pamphlet provided for distribution, giving the law recently enacted in France, completely secularizing and incorporating the instruction of the deaf in the public school system, which he thinks will tend to greater uniformity of method and extend speech-teaching work.

ANNUAL BUSINESS MEETING.

At the annual business meeting of the Association Dr. ALEXANDER GRAHAM BELL, Mrs. GARDINER G. HUBBARD, Dr. A. L. E. CROUTER, Miss MARY McCOWEN, and Mr. J. W. BLATTNER were re-elected members of the Board of Directors for the ensuing three years.

Mr. LYON offered a resolution on the death of Alexander Melville Bell, which was adopted by a rising vote.

Mr. BOOTH read the Treasurer's report for the last fiscal year.

Mr. JOHNSON, of Indiana, asked to be permitted to say a few words regarding the pensioning of teachers of the deaf. He referred to the Carnegie Foundation, and recommended that a committee of three be appointed by the chair to take up the matter of pensions and see what can be done.

Mr. JOHNSON spoke also concerning the education of the deaf in China and in Cuba, urging that the Association take suitable action to promote the cause. He spoke of the work of Mrs. Mills, also of certain efforts he had made to bring the education of the deaf to the attention of the Chinese Government.

Dr. WESTERVELT told how the pupils in his school aid Mrs. Mills in her work by soliciting small subscriptions from their friends and acquaintances during the vacation. He furnishes each pupil with a pass-book with an authorization from the School to act as a collector, and each person who contributes as much as ten cents is given a booklet telling about the work of Mrs. Mills.

Dr. CROUTER stated that he had been in correspondence with President Palma, who had expressed a deep interest in the matter of the education of the deaf in Cuba and had promised that, as soon as the resources of the government of Cuba warranted it, steps would be taken to establish schools.

A resolution was passed by the Association, in accordance with the suggestion of Mr. LYON, endorsing the work of Mrs. Mills.

By special request Miss HARRIET B. ROGERS addressed the Association. She spoke of the great pleasure she had had in being present at the meeting, and complimented the members on its success. She referred briefly

NOTICES OF PUBLICATIONS.

BELL, ALEXANDER GRAHAM. Lectures upon the Mechanism of Speech. Reprinted from the Proceedings of the First Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf. New York and London: Funk & Wagnalls Company. 1906. 8 vo, pp. 129.

One of the most valuable features of the First Summer Meeting of the Association to Promote the Teaching of Speech to the Deaf, held in 1891, was a course of lectures by Dr. Alexander Graham Bell upon the organs of speech and their functions, including the entire mechanism of vocal utterance.

No one understands this subject, so important for articulation teachers, better than Dr. Bell, and no one can present it in a clearer way than he does in these lectures. As here reprinted, the lectures have the additional advantage of the practical questions asked at the close of each lecture by a group of eager and intelligent teachers of the deaf, and Dr. Bell's replies. The book is illustrated by pictures showing the organs of speech and the positions of the several sounds. In an appendix is given a paper on "Vowel Theories," read before the National Academy of Arts and Sciences in 1879.

DENIS, THÉOPHILE. Étienne de Fay dit "Le Vieux Sourd-Muet" d'Amiens. Notice Biographique [Biographical Sketch of Étienne de Fay, called "The Old Deaf-Mute" of Amiens]. Saint-Valery-sur-Somme: Ricard-Leclercq. 1905. 8 vo, pp. 12.

Nearly twenty years ago Mr. Denis published a sketch of Étienne de Fay, the first known instructor of the deaf in France, which was translated and published in the *Annals*, vol. xxxii, pages 113-118. In the present pamphlet the author gives fuller particulars, which he has since obtained concerning this remarkable man, who was a deaf-mute from birth, a successful teacher of the deaf, and an accom-

plished architect years before the time of Péreire and De l'Épée. Who his teacher was still remains a mystery, but there is every reason to suppose it was a monk of the Abbaye de Saint-Jean, at Amiens, in which establishment Etienne de Fay himself had his class of deaf pupils.

McCUE, DAVID C. *Manual of Primary Number Work.* Fulton: Missouri School for the Deaf. 1906. 8 vo, pp. 45.

Mr. McCue's Manual is intended for the use of teachers and is not to be put into the hands of pupils. It outlines definitely the course of instruction for the first, second, and third grades, carrying it as far as denominate numbers. Its fourfold aim is stated as follows:

I. So to unify methods in primary number work that pupils in graded schools may be promoted, or transferred from one class to another of the same grade—the teacher knowing just what has been taught and how—and that the progress of the pupil may continue unretarded after such change has been made.

II. To furnish fixed standards by which all primary number work may be measured, to the end that the pupils may understand readily the reason underlying every correction made by the teacher.

III. To make exercises in number work an aid in teaching language, for the more written language the pupil, especially the deaf, can be led to use accurately and intelligently, the better it is for him.

IV. To cultivate the habit of close observation, and to develop the reasoning powers of the child.

The course is carefully and thoughtfully worked out and many valuable suggestions are given.

REUSCHERT, E. *Aus aller Welt. Ein Lesebuch für Taubstumme* [Out of all the World. A Reader for Deaf-Mutes]. Berlin: Dierig and Siemens. 1906. 8 vo, pp. 56.

A good selection of short stories and other reading matter, printed in a variety of styles of German and Roman type. This reader forms the third volume of Mr. Reuschert's

"Kleine Erzählungen," the first and second volumes of which were noticed in the *Annals*, xlvii, 477, and xlviii, 284.

SWEET, CAROLINE C. *First Lessons in English for the Deaf.* Revised Edition. Hartford: The American School for the Deaf, 1906. 12 mo, pp. 116.

The first edition of Miss Sweet's *First Lessons* was reviewed in the *Annals*, vol. xxx, pp. 164-167, and has been discussed by several writers in subsequent volumes. The present edition "is issued to meet the wishes of some who believe it better to teach the past tense of the verb before the present tense." Dr. Williams in his preface takes occasion to express his own preference for beginning with the root form of the verb, and adds that the unrevised and generally preferred edition is still on the market. Some new illustrations drawn by Miss Clara L. Bell, now Mrs. Thurston, add to the attractiveness of the book.

SCHOOL ITEMS.

Alabama School.—Miss Olga Gebhart, a valued teacher, died last June. She is succeeded by Miss Mabel K. Jones, formerly of the Pennsylvania Institution. Mr. Osce Roberts has resigned to engage in business, and is succeeded by Mr. H. McP. Hofsteater, from the North Carolina School at Morganton. Mr. Harry Best has resigned and his place is not yet filled.

The carpenter and cabinet shop and planing-mill, destroyed by fire in July, 1905, have been replaced with a larger and better building and a more complete equipment in every way.

American School.—Miss Laura E. Bell does not teach this year on account of the state of her health. Miss Olive M. Jacquess, from the Rhode Island Institute, is appointed a teacher.

Central New York Institution.—The Institution has been reorganized. The new Principal is Edward Payson Clarke, M. A., a graduate of the Normal Department of Gallaudet College, a teacher in the Utah School from 1896 to 1899, and since then in the New York Institution. The following new teachers are appointed: Elmer D. Read, M. A., a graduate of the Normal Department at Gallaudet and for the past five years a teacher in the Oral Department of the Texas School; Miss Stella C. Rupley, trained in the Oral Department of the Missouri School; Miss Mabel Taylor, trained in the Oral Department of the Western Pennsylvania Institution; Miss Edna D. Gent, of Indianapolis, a graduate of the Kindergarten and Normal Training School in that city, and Miss Laura V. C. Stewart, a graduate of the Emerson School of Oratory, Boston; Mr. O. A. Betts, from the North Carolina School at Morganton; Mr. Howard E. Thompson, from the Georgia School; and Miss Nellie A. O'Connor, from Miss Garrett's training school.

Clarke School.—Miss Georgia Field, science teacher in the grammar department, Miss Anna Jaquith, teacher of gymnastics, and Miss Clara Lathrop, for many years teacher of drawing, have resigned. Miss Margaret L. Drake takes the vacancy in the grammar department, Miss Susanne Lathrop the art work, and Miss Mabel H. Gray, of Auburn-dale, is engaged as an additional teacher.

Freberg School.—Mr. Eyvind Boyesen, Principal of the Agricultural School for the Deaf at Freberg, Sandefjord, Norway, visited schools for the deaf in the United States in May and June last.

Gallaudet College.—On Presentation Day, May 2, 1906, addresses to the graduating class were given by President Roosevelt and Mr. John Sparhawk, Jr., of Philadelphia.

At the close of the term the following degrees were conferred in course: Master of Arts; Winifred Osgood

Hammond, B. A., Herbert John Menzemer, B. A., Lyman Steed, B. L., B. Ped., Normal Fellows. Bachelor of Arts: Enga Christina Anderson, Mabel Edith Fritz, William Combs Fugate, Daisy Margaret Henderson, Thure Axel Lindstrom, Edna Laura Marshall, Frank Emory Mikesell, Dan Merrill Reichard, Edward Murdock Rowse, William Woodruff Sayles. Bachelor of Science; Charles Lane Clark. Miss Bessie Davidson received a normal certificate.

Georgia School.—Miss Mary A. Harris, a teacher in this School for the past twelve years, has resigned.

Glasgow Institution.—Dr. James Kerr Love, Honorary Aurist to the Institution, well known to our readers by his valuable work on "Deaf-Mutism" (reviewed in the *Annals*, vol. xli, pp. 255-259), has visited schools for the deaf in Europe and America this year under a grant from the Carnegie fund bestowed upon the Scotch Universities for original researches.

Horace Mann School.—Miss Amy L. Pleadwell has been appointed teacher of drawing.

Miss Elizabeth Porter Gould, the author of "The Brownings and America" and other works, who died July 28, 1906, was much interested in the education of the deaf. One of her minor works was "An Offering in Behalf of the Deaf," published by the Parents' Education Association connected with this School.

Idaho School.—A State School has been established at Boise, Idaho. For the present it occupies a building on the state-house grounds. Mr. James Watson, for the past eighteen years at the head of the Washington State School, is Superintendent.

Kansas School.—Miss Ellen J. Israel, a veteran teacher, died suddenly of heart failure at Brighton, Iowa, August 26, 1906, while visiting a brother. She began her work among the deaf in the Iowa School in 1866. In 1878 she

resigned and became a teacher in the Kansas School. Since then she has taught continuously in this School except for a brief period when she returned to the Iowa School. She was well known in the profession, having attended several conventions. A faithful and successful teacher, she exerted an influence for good upon many successive classes of pupils.

Miss Grace McCaughey, trained in this School, has been appointed a teacher in the Oral Department.

A new laundry and stand-pipe have been erected at a cost of \$5,000 each. The pipe has a capacity of 8,500 gallons.

Kentucky School.—Mr. Harris Taylor, of the Pennsylvania Institution, has been appointed to the newly created office of Supervising Teacher and will have general supervision of the school work under the direction of the Superintendent.

An electric light plant was installed during the summer and other improvements, costing about \$20,000, were made.

Minnesota School.—Mr. F. R. Wheeler has resigned to engage in business, Miss Mesa A. Barns to keep house for her father, Miss Anna R. Dixon to teach in the Tennessee School, and Miss Elise C. Engleman to teach in the Florida School.

Mississippi Institution.—Mr. E. L. Gordon, son of Mr. F. M. Gordon, for over twenty years head teacher in the Negro Department of the Georgia School, has been appointed head teacher and his wife assistant teacher in the Negro Department.

Contracts have been made and work has begun on the two wings (\$50,000) to the main building; an industrial hall, \$13,285; barn and dairy building, \$2,500; and other improvements, about \$5,000. The appropriation for the building for the Negro Department was found to be too small for the plans adopted. Rather than change the plans the Board has decided to hold the appropriation until the meeting of the Legislature and ask for \$5,000 additional, so as to make the building complete.

Montana School.—Mr. McAloney has resigned the position of Superintendent to accept the superintendency of the Western Pennsylvania School for the Blind at Pittsburgh. He is succeeded by Mr. Laurence E. Milligan, M. A., a graduate of the Normal Department of Gallaudet College, formerly a teacher in the Georgia School, and more recently in the Colorado School. Mr. Allen T. Schoolfield has resigned to accept an important position in the railroad business. His place has been filled by the appointment of Mr. T. C. Forrester, from the Ontario Institution.

Nebraska School.—Miss Linda K. Miller has resigned to teach in the Washington State School, Miss Nellie Nichol in the Oregon School, Miss Emma Sitton in the North Carolina School at Morganton, and Mr. Louis A. Divine in the Tennessee School. Mr. H. D. Drake, a graduate of Ohio and Gallaudet and late supervisor in the California Institution, is appointed teacher in the Manual Department; Miss Frances Campbell, from the Michigan School, and Miss Minnie Rupley, from the Kentucky School, are appointed teachers in the Oral Department.

New Mexico School.—Mr. Larson, the founder of this School and its Principal from the beginning, has retired and is succeeded by Mr. Wesley O. Connor, Jr., M. A., of the Iowa School.

New York Institution.—Mr. Edward Perkins Clarke has resigned to become Principal of the Central New York Institution and is succeeded by Mr. Ashbel Webster Dobyns, M. A., late of the Arkansas Institute. Miss Amey Thurber has resigned on account of family duties, and Miss Edna B. Lewis to enter another field of labor. Miss Alice C. Eckert, from the Washington Heights School for Children with Defective Hearing, and her sister, Miss Anna L. Eckert, trained in the same school, have been appointed teachers in the Articulation Department.

The new hospital for contagious diseases is near completion.

North Carolina (Morganton) School.—Mr. D. R. Tillinghast, a teacher in this School and the School at Raleigh for forty-three years, has been relieved of regular class-room work, and appointed chaplain and substitute teacher. Mr. and Mrs. Edwin G. Hurd have resigned to go the Rhode Island School, Miss Nettie McDaniel to the Virginia School, and Mr. H. McP. Hofsteater to the Alabama School. Misses Lucile Cooper, Robina Tillinghast, Carrie Stinson, Cooper Feland, and Frances McClelland have also resigned to teach elsewhere. Mr. Tunis V. Archer, from the Indiana School, is appointed Principal of the Educational Department, and Miss Eugenia T. Welsh Chief Instructor of the Oral Department. Miss Ethel Richards and Mrs. Fannie C. Smith of the Rhode Island School, Miss Whitley Murphy of the Virginia School, Miss Emma Sitton of the Nebraska School, Miss Annie McD. Ervin of the Georgia School, Miss Mary McNamar of the Florida School, Miss Emma A. Dobbins of the Oregon School, Miss Mary Gartrell, Miss Edna Bryan, and Miss Nannie C. Orr are added to the corps of instruction.

Nyborg Institution.—Mr. Anders Hansen, Vice Principal of the Nyborg, Denmark, Institution, visited American Schools for the Deaf in May and June last.

Ohio Institution.—Miss Helen G. Throckmorton, of the Pennsylvania Institution, has been appointed Supervising Teacher of Speech.

Oklahoma School.—Mr. Beamer has resigned the position of Contractor and Superintendent on account of ill health. He is succeeded by Mr. R. N. Dunham, an Ohio Wesleyan University man, who was engaged for many years as General Secretary in the work of the Young Men's Christian Association. Mrs. Dunham remains as Principal. The additional teachers are Miss Robina L. Tillinghast, from the North Carolina School, and Miss Mae Belle McKinley, trained in the Kansas School.

Pennsylvania Institution.—Miss Elizabeth R. Young, a teacher in this Institution for the past ten years, died May 21, 1906. "Never robust, often suffering intense pain, Miss Young was invariably cheerful and animated. A strong will enabled her to do more than would seem possible for one so frail, while her kindly, genial humor buoyed up her spirits and added to the happiness of those around her. She was a Christian whose life was full of kind words and good deeds."

At the Conference of the National Association of Charities and Correction, held in Philadelphia last May, Dr. Crouter read an excellent paper on "The Care and Training of the Deaf." It was printed in full in the *Illinois Advance* for May 19, 1906.

Perkins Institution.—Mr. Michael Anagnos, for nearly forty years connected with the Perkins Institution for the Blind and for more than thirty years its Director, died at Turn Severin, Roumania, June 29, 1906, aged sixty-nine. Mr. Anagnos was born in Epirus, Greece. His family name was Anagnostopoulos, but he shortened it to Anagnos. He was educated at the high school at Janina, which he afterwards endowed, and at the University of Athens. He took an active part in the struggle for Greek independence in 1862. In 1868 he was persuaded by Dr. Samuel G. Howe to come to America and received an appointment in the Perkins Institution. In 1870 he married Dr. Howe's daughter, Julia Romana, and became his father-in-law's first assistant. On Dr. Howe's death in 1876 he succeeded him as Director of the Institution. In the instruction of the deaf-blind, as well as of the blind, he maintained and even raised the high standard established by Dr. Howe, so that for several years the Perkins Institution was regarded by many as the one school where the deaf-blind could be educated. He was a contributor to the *Annals* and took part in the meeting of the Convention of American Instructors of the Deaf held at Buffalo in 1901. No truer characterization of Mr. Anagnos can be

given than the following tribute from the Perkins Institution: "A deep thinker, a wise counsellor, a prophet of good, a great-hearted lover of mankind, a true and far-seeing leader of the blind along the higher paths."

Mr. A. C. Caswell, who has been Mr. Anagnos's first assistant for several years, is appointed Acting Director.

Rhode Island School.—Miss Laura de L. Richards, who has been Principal for the past seventeen years, has resigned, and is succeeded by Mr. Edwin G. Hurd, M. A., formerly of the Pennsylvania Institution and more recently of the North Carolina School at Morganton. Mrs. Hurd will assist in the educational department, and Miss Frances McClelland, from the North Carolina School at Morganton, and Miss Ellen Woodcock, from the Mystic Oral School, have been appointed teachers in place of Mrs. Fannie C. Smith and Miss Ethel Richards, who go to the North Carolina School at Morganton. Miss Elizabeth Hess from the Maine School has been appointed teacher of sewing and cooking.

Numerous repairs upon the buildings have been made during the summer. New finish has been put on the walls of all the dormitories and a number of other rooms, including the basement. The interior woodwork has been revarnished, and the upper main halls and the rooms for officers and teachers have been supplied with new rugs and furnishings.

San Francisco Day-School.—In the earthquake and fire in San Francisco the building occupied by this School was entirely destroyed and all the equipment was lost. Mrs. Holden has reopened the School in a little temporary shack in the burnt district, but still lacks furniture, maps, and charts. Some friends in the east are raising a fund to supply these needs.

Tennessee School.—Miss Anna R. Dixon, formerly of the Philadelphia and Minnesota Schools; Miss Cynthia S. Beck, from the McCowen Oral School; and Mr. Louis A. Divine, from the Nebraska Institute, have been added to

the corps of instruction. Miss Dixon and Miss Beck teach oral classes and Mr. Divine a manual class.

Texas Institution.—Mr. Parker L. Richardson, for many years instructor in printing, has resigned the position to become State printer of Texas. Miss Ethel Makemson, of the Oral Department, has resigned on account of failing health. Miss M. J. Bones, a former teacher of the Manual Department, has returned to the work.

Utah School.—Mr. James A. Weaver has resigned to teach in the Pennsylvania Institution.

Virginia School.—Miss Whitley Murphy has resigned to teach in the North Carolina School at Morganton and Mrs. Stout has withdrawn from the work entirely. Miss Eva Dunbar of Staunton and Miss Grace E. Kinsley, a recent graduate of the Normal Department of the Clarke School, have been appointed to fill these vacancies. Miss Nettie McDaniel of the North Carolina School at Morganton has been appointed head of the Oral Department, with only two periods a day in actual teaching. Mrs. Wilson, who has been teaching in the Manual Department for several years, has been transferred to the Oral Department, as one transfer of this kind is made each session when new pupils come in.

Washington Heights School.—Mrs. J. Scott Anderson has discontinued the summer session of her School for Children with Defective Hearing and has removed the School from 847 St. Nicholas Avenue, New York City, to Swarthmore, Pennsylvania.

Washington State School.—Miss L. K. Miller and Mr. W. S. Hunter, B. A., take the places of Mr. Paul Martin and Miss C. B. Satterly, who have secured other positions. Miss C. L. Gordon has a primary oral class. Mrs. L. K. Clarke teaches the high class and gives articulation lessons. This gives the School three oral teachers instead of one as formerly. The Superintendent does not teach a class this

year. A new dress has been purchased for the "Washingtonian" and Mr. W. F. Schneider is printer and boys' supervisor. Mr. Fred W. Bjorkquest has charge of the shoe-shop and has a class in harness-making. Miss N. G. Wallace is matron and teaches a class in sewing.

The building formerly occupied by the School for the Feeble Minded has been remodeled and renovated and is now used for the School for the Blind. This change gives the deaf much-needed room in the main building.

Experts declared the tower of the main building to be dangerous, and it has been removed, making a marked change in the appearance of the building. Extensive repairs have been made in the plumbing. Shower baths replace tubs and there are enamel wash sinks instead of wooden troughs. Both buildings have been painted and kalsomined inside, and many minor changes made which add to the comfort of every one.

Western Pennsylvania Institution.—Miss Frances Barker has resigned to take care of her mother who is in ill health and Miss Gussie H. Greener has resigned to be married. Miss Mabel M. Morris, from the Oregon School, and Miss Katharine Fritz, from the Ishpeming Day-School, fill the vacancies thus made.

Wisconsin School.—Mr. J. J. Murphy and Miss Delia Rice have resigned. Mr. Fred J. Neesam, B. S., a graduate of the Wisconsin School and Gallaudet College, formerly a teacher in the North Dakota School and the Maryland School at Baltimore, and Miss Winifred Hammond, M. A., a graduate of the Normal Department of Gallaudet College, have been appointed teachers, Mr. Neesam in the Manual Department and Miss Hammond in the Oral. Miss Ethelwyn Hammond of this School takes charge of the class of five deaf-blind, assisted by Miss Mildred Lloyd, a teacher of four years' experience in the Wisconsin common schools. Mr. Louis Sheron takes the place of Mr. John Beamsley, resigned, in the shoe department.

MISCELLANEOUS.

Church Work.—Mr. George F. Flick, B. A., was ordained to the diaconate of the Protestant Episcopal Church, May 30, 1906, at Washington, D. C., by the Right Reverend Bishop Satterlee. The sermon was preached and the services were interpreted in the sign-language by the Rev. Dr. John Chamberlain, Vicar of St. Ann's, New York. Mr. Flick is a graduate of the Ohio Institution and of Gallaudet College and is a valuable acquisition for the religious work among the adult deaf.

Education in France.—We are indebted to Mr. Hitz, Superintendent of the Volta Bureau, for a report of the recent proceedings in the French Chamber of Deputies and Senate relative to the deaf and the blind. A law proposed by Mr. Ferdinand Buisson was enacted, providing that "there shall be placed to the credit of the public school fund the amount requisite to enable schools and classes for the deaf and the blind to participate in the obligatory instruction provided for by the law of March 28th, 1882. The salaries and authorized supplementary allowances granted to male and female teachers of these establishments, shall, in conformity with the enactments of July 19th, 1889, and July 25th, 1893, be charged to the State."

Mr. Buisson says of this law that while the reform it offers is modest, it is promising and a cause for rejoicing. "It does not prescribe to the Minister of Public Instruction a specified period or date, nor any other conditions for establishing normal scholarships for primary teachers of abnormal children. But it clears the way for a fulfillment of a duty clearly expressed by the enactments of 1882 and 1893, within limits and terms to be fixed by said Ministry. To illustrate: Yesterday only, as it were, a certain municipality offered to assume the charge of establishing a school for the blind, the deaf, and other abnormal children capable of

instruction, and said to the State: 'Pay at least the teachers for these thirty or forty children, as you do those for all others.' The State responded: 'No, we shall not pay anything of the kind.' To-morrow the same municipality will apply again to the Minister of Public Instruction, and will solicit the establishing of certain teacherships, which the Minister will have the power to concede, identically the same as if the establishing of an ordinary public school were in question. This he will appreciate, and we are quite sure of what he will do, now that he is at liberty to act."

American Association to Promote the Teaching of Speech to the Deaf.—The office of the General Secretary and Treasurer has been moved from Mt. Airy, Philadelphia, to No. 1525 Thirty-fifth Street, Washington, D. C. This was the home of the late Professor Alexander Melville Bill, presented to the Association by Dr. Alexander Graham Bell.

Foreign Periodicals.—A new French publication by and for the deaf was begun in May last. It is entitled *Revue des Sourds-Muets* and is published monthly at 21 rue Rouget de Lisle, Tours, France. The publisher is Félix Gilibert and the editor Henri Gaillard. The price for foreign subscribers is 97 cents a year. Mr. Gaillard has shown remarkable ability in the conduct of several previous periodicals and we hope that this new effort will not fail, as its predecessors have done, from lack of sufficient pecuniary support.

Mr. I. Landrain, a progressive teacher in the school at Berchem Ste-Agathe, near Brussels, Belgium, began in July last the publication of a monthly periodical entitled *Revue Belge des Sourds-Muets et de leur Enseignement*. The price for foreign subscribers is 97 cents a year.

AMERICAN ANNALS OF THE DEAF.

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THE DEVELOPMENT OF THE LEGAL STATUS OF THE DEAF: A COMPARATIVE STUDY OF THE RIGHTS AND RESPONSIBILITIES OF DEAF- MUTES IN THE LAWS OF ROME, FRANCE, ENGLAND, AND AMERICA.*—II.

PART I.—THE LEGAL STATUS OF THE DEAF IN THE ROMAN EMPIRE.

Chapter I.—Ante-Justinian Legislation.

THERE has been little or no serious attempt made in this country or in England to discover what was the legal status of the deaf prior to the time of the Justinian Code. With the exception of the chapter on Roman Law in the Latin treatise of Guyot,[†] no extensive effort seems to have been made in Europe to ascertain the legal condition

*Continued from the September number of the *Annals*, page 275.

†"Dissertatio Iuridica Inauguralis de Surdo-Mutorum," etc., Rembt T. Guyot, Groninganus, 1824. This volume deserves much more careful consideration than has heretofore been given to it. Evidently Guyot made careful research through the *Corpus Juris Civilis* for the provisions to be found therein relating to the deaf and dumb. The hasty review of the work of Guyot made by De Gerando in his note upon the civil rights of deaf-mutes under Roman law* has given rise to a number of errors regarding the legal status of the deaf in

in the early Roman Empire of those deprived of speech and hearing.

Since Roman law has served as the basis for the legal systems of nearly all those nations which have been formed within the boundaries of what was once the Roman Empire, and has exerted, either directly or indirectly, a profound influence upon the laws of almost the whole civilized world, it seems proper to begin a study of the development of deaf-mute status by inquiring what provisions are to be found in the law of Rome regarding the deaf. There is, of course, no means of ascertaining what was the legal condition of the deaf in Rome prior to the establishment of the Republic, since regarding this point no reference is to be found in later times. In the laws of the Twelve Tables the deaf as such are not referred to, but in that first attempt at a compilation and publication of Roman law is found a provision relating to the care of the insane and the prodigal, as well as one relating to the care of infants. Reasoning by analogy, it seems but natural to believe the Romans would hardly have been less careful of the property interests of the deaf, even when they had been so born.

The customary law in Greece, as quoted by Aristotle, with respect to the bringing up and exposing of children was that none that were imperfect should be brought into the Roman Empire. Unfortunately the statements of De Gerando have been much more widely circulated in France, England, and America than the treatise of Guyot; hence, the Roman law as applied to the deaf has been unintentionally misrepresented. Even the law of Justinian's time has been only partly stated, for De Gerando gives only the Roman law applying to testamentary acts, whereas Guyot makes it perfectly clear that the Romans during practically the whole period of the Empire admitted the deaf and dumb possessed of the necessary intelligence to many legal privileges which did not require a knowledge of speech and writing. De Gerando also makes the statement, which has been widely quoted in France, England, and America, that the Roman law until the time of Justinian maintains an absolute

up.* In Sparta especially every citizen belonged to the State, and children who at birth were plainly defective physically were ruthlessly ordered to be exposed. It has been supposed by many educators of the deaf that because of the foregoing custom, which also prevailed to some extent in early Rome, all congenitally deaf children were destroyed, but there are some who have taken the ground that even in Sparta, where the custom of exposing defective infants was perhaps more rigidly adhered to than in any other ancient city-state, the congenitally deaf child would hardly have been exposed ordinarily, for the simple reason that to all outward appearances the deaf infant shows no signs of infirmity until he has passed the age at which exposure would have been probable. It is improbable that the Greeks and Romans, even in the early centuries of their history, exposed children who had reached the age of three or even two years, and prior to the latter age it would be rare that the parents would discover the deafness of the child unless there were some special reason for suspecting the infirmity. So it seems probable that Arnold overstated the case when he said that the Spartan law consigned them to the great pit in Taygetus and that the Tiber at Rome received them.† Had deafness been

silence regarding deaf-mutes. This too is an error, as will hereinafter be shown. The great lawyers and juriconsults of the early Empire did not leave the congenitally deaf unprovided for, but on the contrary granted to them the exercise of their rights to greater extent than was generally done in the early history of French, German, and English law. (*"De l'Education des Sourds-Muets de Nais-sance," par M. De Gerando, Paris, 1827: 2 vols. See Note A. vol. i., pp. 24-31. On page 24, De Gerando says: "Les lois romaines, jusqu'à Justinien, gardent un silence absolu sur les sourds-muets. Elles parlent souvent des individus qui sont sourds sans être muets, ou qui sont muets sans être sourds, mais jamais de ceux chez lesquels ces deux infirmités se trouvent à la fois réunies.")

*Aristotle's *Politics*, vii, 16.

†"Education of Deaf-Mutes," by Thomas Arnold, p. 1.

suspected when exposure was practicable, it is not unlikely that many deaf and dumb children would have been destroyed, but there is more reason to believe that the deaf and dumb in Greece and Rome during the early centuries of their history were accorded treatment not unlike that given them before the establishment of schools for their instruction in Europe and America.* If the practice of exposure was ever followed with regard to deaf children in Rome, it is evident that it early fell into disuse, for the laws of the later Republic and the early Empire show that even the congenitally deaf had curators appointed to look after their property interests.

In order the better to appreciate the condition of deaf-mutes in Rome, the question of status in general must be borne in mind. This question involves practically the whole law of persons, and in a certain sense all law is reducible to the law of persons. To have a status in the *jus civile* a man must have a recognized legal capacity.† Therefore, a slave had, strictly speaking, no *status*, *caput*, or *persona* in Roman law. Only on the day of his manumission did he begin to have status.‡ Before his manumission a slave had no civil existence.§ Therefore, a deaf slave would of necessity be without civil status in Roman law. The status of a Roman citizen was composed of three elements: *civitas*, *libertas*, *et familia*: the rights of citizenship, liberty, and family. The citizen had his position as a *civis*, he was free, he had his place in the family. The privileges of full citizenship were long only for the few. It was not until about two centuries after the establishment of the Republic

*Report Fourth Convention, pp. 22-23. Also, *Annals*, xlv, pp. 473-476.

†Holland: "Elements of Jurisprudence," p. 83; Campbell: "Roman Law," pp. 12-16, and p. 278.

‡Modestinus in the Digest: iv, 5, 4.

§Institutes: i, 16, 4.

that the plebeians succeeded in obtaining even nominally equal rights with the patricians, and the free inhabitants of Italy were not granted the privileges of full citizenship until the close of the Social War (B. C. 91-89). The entire free population of the Empire had the nominal privileges of citizenship bestowed by the wholesale act of Caracalla,* before whose reign only particular classes of subjects, or the inhabitants of some particular city or province, had as a mark of special favor been admitted to the privileges of full citizenship.

Now when the status of the deaf in Roman law is inquired into, it is first necessary to distinguish as to the rights and privileges granted to different classes at various periods of Roman history. Since slaves had no recognized status in Roman law, we may reasonably conclude that a deaf-mute slave might fare even worse among the Romans than would a slave possessing all his faculties. Then, too, it seems natural to suppose that in the early days of the Republic a plebeian who had the misfortune to be deaf would find it impossible to obtain as liberal recognition of his rights as would the hearing members of his class. A deaf *Latinus* would enjoy at least no more privileges than would those people who were accorded Latin rights. On the other hand, it is not unreasonable to suppose that even in the earliest days of the Republic the deaf son of a patrician would, in a certain measure at least, enjoy the greater freedom and wider privileges of the patricians. During the early centuries of the growth of Roman law there is reason to suppose that there was a gradual development of the legal status of the deaf until the stage was reached in which it is found in the codification of Justinian. Nevertheless, since during the whole period of the Republic and the first two centuries of the Empire a large proportion of the

**Constitutio Antoniana*, A. D. 212.

inhabitants of the Empire did not enjoy the full privileges of Roman citizenship and the protection of Roman law, there can be little doubt that the lot of the majority of the deaf from birth must have been deplorable.

In the early law of Rome the deaf-mute from birth was considered incapable; he was classed with the madman and the infant; he was unable to perform without assistance any legal act in his own behalf. Study of the passages to be found in the fragments of the writings of the juriconsults bearing upon the deaf, and of the allusions to this class that are made in the various codifications of Roman law, reveals the fact that the jurists of the Empire made distinctions regarding the mental capacity of the deaf. Since the real nature of deaf-mutism was not understood and the fact that dumbness is but the necessary natural consequence of deafness from birth or early infancy was not comprehended, it was generally accepted that those deaf and dumb from birth were necessarily more or less deficient in intelligence, and were not possessed of the requisite judgment and discretion necessary for the transaction of legal business. Thus, Paulus,* in speaking of the class of deaf-mutes which would to-day be called uneducated congenital (or quasi-congenital) deaf-mutes, uses the term "*surdus mutus*" and places such persons in the same category with "*impubes et perpetuo furiosus*" as deficient in judgment or of incomplete understanding. Thus it is evident that Paulus knew that class of the deaf regarding which the chief problems of legal status arise. There is no doubt that Paulus realized that all the deaf were not to be classed as deficient in intelligence and judgment, for in a number of other passages in the fragments of his writings which we possess he admits those of the deaf who are not lacking in intelligence to

*Paulus in the Digest: "*de Iudiciis*," v, 1, 12, 2.

various business transactions.* The numerous passages in the fragments of the writings of Paulus which relate to the deaf show that he was familiar with the two principal classes of the deaf: the deaf from birth or early infancy, who in that day were supposed to be incapable of literate instruction; and the deaf who had become so after acquiring some education and who retained the ability either to speak or to write, or both. Although the term "*surdus mutus*" is not found often in the writings of the juriconsults, the expression "*surdus et mutus*" is quite common in the fragments that have come down to us.†

According to the opinions of Paulus, Ulpianus, Pomponius, and Mæcianus, the deaf and mute who were lacking in judgment or deficient in intelligence, and were therefore unable to manage properly their own affairs, could, should, and ought to be given tutors or curators as the circumstances of the case seemed to require.‡ Ulpian also mentions the fact that the deaf and dumb are in the same position legally as prodigals and infants.§ Cicero tells us that the laws of the Twelve Tables provided for the appointment of curators for the insane and the prodigal.¶ Though it is perhaps impossible to assign any particular date when tutors and curators were first provided for the deaf and dumb, the fact that the jurists just mentioned classed the deaf-mute

*Digest: "de Reg. Iur.," 1, 17, 124; Digest: "de acq. vel omitt. hered.," xxix, 2, 93, 1-2; Paulus: "Recep. Sent." iii, tit. 4.

†Since Paulus and the juriconsults here referred to lived several centuries before the time of Justinian, it is evident that De Gerando erred when he stated that Roman law maintained an absolute silence regarding deaf-mutes prior to Justinian's time.

‡Digest: iii, 1, 3, 3; Digest: xxxvi, 5, 8, 3; Digest: xxvii, 10, 16; Digest: xxxvi, 1, 65, 3; Digest: l, 4, 1, 5.

§Ulpianus: "Frag." tit. xii, 1, 2; Digest: iii, 1, 3, 3; Digest: xxvi, 5, 8, 3.

¶Cicero: "de Invent." ii, 50.

with the insane, the prodigal, and infants, without any discussion as to the propriety of the classification, seems to indicate that the deaf had in all probability been so classed at a much earlier date. It is certain that even the deaf and dumb from birth were granted legal protection in the time of Paulus and Ulpian.* With the assistance of their curators they were permitted the enjoyment of practically the same legal privileges which were accorded pupils. Naturally the degree of liberty of action granted the deaf-mute varied according to the amount of intelligence manifested, but even when little intelligence was apparent, his interests were by no means left unguarded by the law. The deaf and dumb who gave sufficient evidence of intelligence were allowed to act without curators. Especially was this true of the adventitiously deaf, for they were generally conceded to be possessed of sufficient intelligence for the management of their own affairs if they knew how to write or retained their speech. Several passages in the writings of Gaius, Paulus, and Ulpian show that the deaf and dumb even when so born were in the time of these famous jurists permitted not only to acquire and inherit property, but when they manifested the necessary intelligence and comprehended the nature and import of their acts, they were allowed the management of it. Still it is easy to understand that at that early time the deaf and dumb from birth would generally as a matter of precaution have curators provided for them to assist in the management of their property, very much in the same way and for similar reasons as did infants and prodigals.

Prior to the classification of Justinian there was perhaps no definite classification of the deaf by the Roman jurists, but it is a mistake to say that deaf-mutes are not men-

*Digest: xliv, 7, 52, 9; Digest: 1, 17, 124; Digest: xxix, 2, 93, 1 and 2; Digest: xlii, 5, 19-23; Digest: xxxvi, 1, 65, 3.

tioned in ante-Justinian legislation.* In commenting upon De Gerando's statement heretofore cited, Dr. Peet suggests that in all probability those who were both deaf and dumb were in those early times left to be treated according to the discretion of the judge in view of the intelligence manifested.† This seems to have been exactly the course pursued with regard to the deaf and dumb, as is proved by citations from the writings of the great jurists already mentioned, but the law provided even for those who were deficient in intelligence. Numerous provisions in the fragments remaining of the writings of the great jurists show that the deaf and dumb received much more careful consideration during the time of the middle Empire than has generally been supposed. No positive provision has been found debaring the deaf-mute from birth as such from the exercise of his rights prior to the testamentary enactment of Justinian. His intelligence determined his legal capacity, and the provisions remaining to us regarding the deaf show that the jurists did not wish to deprive any deaf man of the exercise of his legal rights, provided only that he possessed intelligence sufficient to act for himself. Hence, it appears that the first great distinction made was as regards the mental capacity of the deaf person whose rights were affected. Since this seems to have been the case, it is evident that a deaf-mute from birth would naturally have been granted as liberal exercise of the privileges of citizenship as he was able to prove himself entitled to. Unfortunately, however, education for the congenitally deaf was unheard of, and without the ability to write or speak, many formal legal acts could not be performed. But it is not improbable that

*Ulpian: Digest: xxviii, 5, 1, 2; Paulus: Digest: v, 1, 12, 2; also other citations already made.

†Peet: Report Fourth Convention, p. 24.

a deaf-mute giving evidence of intelligence and judgment would have been accorded more privileges in ante-Justinian times than after the classification of the deaf by the Emperor. The basis for the classification of Justinian can be found in the writings of the jurists whose works were so largely drawn upon by Tribonian and his associates in the compilation of the Digest. It is evident that Paulus and Ulpian were acquainted with the chief classes mentioned by Justinian, and reference is also made in one of the extracts from an early jurist by Ulpian to the class of which Paulus makes no mention.*

The question naturally arises as to what legal transactions deaf-mutes should be excluded from and to what negotiations they should be admitted by Roman law. When the formulary spirit of the Roman law is taken into consideration, it would naturally appear to be in accordance with the principles involved, to say that from those transactions which required the oral repetition of particular formulæ of words, the deaf and dumb would

*The classes of the deaf with which ante-Justinian jurists seem to have been more or less acquainted were: (1) The deaf and dumb who were deficient in intelligence. The point to be especially noted in this connection is that the jurists of the time of Paulus and Ulpian did not say that all the deaf and dumb from birth were deficient in intelligence; they left the way open to grant to each deaf-mute as liberal exercise of his rights as his capacity would warrant. Furthermore, it should be noted that deaf-mutes of this class were granted legal protection, even without any action on their own part.

(2) The deaf and dumb who were able to write: in other words, those who had lost their hearing after having acquired some literate education.

(3) The deaf who retained their speech: such were naturally granted a more liberal exercise of their legal rights, especially in the Roman Empire, because of the formulary nature of the law. The ability to speak made compliance with formulary requirements possible.

(4) The mute who were not deaf: frequent reference is made to such persons. They were early permitted the exercise of their rights as far as the formulary nature of the law would admit of, when they were not lacking in intelligence, but the early jurists seem to have

be excluded because of the physical impossibility of their compliance with the formulary requirements. But on the other hand it would seem natural and just that they should be admitted to those negotiations which could be entered upon by mere consensual agreement without the oral pronouncement of any verbal formula.* One of the important things to be noted in this connection is the fact that mere consensual agreement came to be recognized more and more as the law developed, and the possibility of valid, legal consent being given by a mere nod, sign, or gesture was distinctly recognized.† Modestinus is authority for the statement that even obligations might be formed by silent consent and that even a nod would answer. Ulpian refers to the fact that Celsus went even so far as to maintain that a person born deaf might be permitted to manumit, but undoubt-

discovered that there was very frequently some mental defect when a person was possessed of normal hearing, and was mute without apparent physical cause.

(5) The basis for the remaining class mentioned in Justinian's famous constitution is found in a statement quoted in the Digest from the writings of Celsus. According to Ulpian, Celsus maintained that even persons deaf from birth should possess the right of manumission, which most writers seem to have disputed. Further reference will be made to this particular class when considering Justinian's constitution, Code vi, 22, 10, 3, as concerning the possible existence even of such a class there has been much controversy. (See Guyot: pp. 61-63 and pp. 76-80; De Gerando: vol. i, pp. 27-31; Peet: Fourth Convention, pp. 24-26; Bonnefoy: pp. 77-78; Arnold: p. 8; Tillinghast: *Annals*, xlvii, pp. 149-151.)

*Guyot: p. 57: "Ab iis negotiis surdos et mutos arcendos esse, quae VERBA postulant; ad haec eos admittendos esse, quae NUDO CONSENSU, sine verbis ore prolatis, exitum sortiantur."

†Digest: "de Obl. et Act.," xlv, 7, 52, 9. In referring to this fact Guyot remarks that he is not aware whether others have noted it or not, but that to him it seems very significant, especially since its application to the deaf and dumb in the matter of consensual agreements and contracts was such a simple matter. (Guyot: p. 58.)

edly in so holding Celsus took a stand far in advance of his time.*

It is evident that the deaf and dumb would naturally be debarred from engaging in such formal and solemn acts as the making of stipulations, testaments, codicils, executory trusts, and donations *mortis causa*, at least so long as the ability to speak or to understand speech was requisite for the performance of these acts. In like manner, the deaf and dumb would be unable to take part in adoptions, emancipations, solemn manumissions, and would be excused from the duties of guardianship as long as verbal formalities were required to give validity to these acts. Also because of their inability to speak and hear they would not be chosen to act as judges, arbiters, witnesses, or procurators. They would also be barred from solemn entrance upon an inheritance because of the necessity of repeating the prescribed formula at the time of entry, which for a person both deaf and dumb would be physically impossible. Even for persons adventitiously deaf who retained their speech some of the above named acts were prohibited, as a person who could not hear was held to be unable to carry out the letter of the law as to the repetition of the formula made imperative on pain of nullity. The solemn forms of marriage, *confarreatio et coemptio*, could not be complied with by persons who were deaf and dumb; neither could a deaf-mute buy and sell by the formal *emptio venditio* or *mancipatio*. But with the gradual elimination of many of the arbitrary forms once required and the substitution of simpler methods of procedure, the rights of deaf persons possessing a literate education had come to be recognized, and they were before the time of Justinian able to exercise their rights. Thus the deaf and dumb who gave evidence of appreciation of the nature and

*Digest: xl, 9, 1.

import of their acts were admitted to be competent to exercise those of their rights for which no special verbal formula was necessary, though of necessity they were debarred from such as required on pain of nullity the oral repetition of certain prescribed words.

Examining some of these matters a little more in detail one finds that from the formal *stipulatio* not only deaf-mutes but the deaf who were able to speak and the mute who were able to hear were debarred in the times of Paulus, Gaius, and Ulpian, and such appears to have been the case even in the time of Justinian.* The reason assigned for the exclusion of the deaf is that he who stipulates ought to hear the words of the promissor and he who promises should hear the words of the stipulator; but it was specially stated that the hard-of-hearing and those having some impediment of speech were not to be included in this provision. And even the deaf were not entirely prohibited from the formal *stipulatio*, for as early as the time of Ulpian it was possible for them when they understood the nature and import of their acts to stipulate or promise through an agent or servant. Thus the difficulty was in a measure overcome and the barrier removed.†

All deaf persons were barred from the exercise of testamentary rights in the early civil law when testaments were solemn oral acts. Even later, when the making of a testament assumed the form of a fictitious sale, the deaf could not comply with the formulary requirements. Thus in the times of Gaius and Ulpian the deaf did not possess the *testamenti factio activa* because they could not hear the words of the family *emptor*; the mute were deprived of the right to make testaments because they

*Gaius in Digest: xlv, 7, 1, 14-15; Institutes of Gaius: iii, 105; Institutes of Justinian: iii, 19, 7.

†Ulpian in Digest: xlv, 1, 1, "pr. de Verb. Obl."

could not speak the formal words of nuncupation.* However, this is not at all surprising when the strict formality of the civil law with regard to the exercise of testamentary privileges is borne in mind. But there is in the Digest a quotation from the writings of Aemilius Macer which proves that not long after the time of Paulus and Ulpian provision was made for giving validity to the testaments of the deaf and dumb.† At first it was necessary to seek the special favor of the Emperor in order for a deaf person to avail himself of the privilege. It is uncertain when the permission was first granted, but it is practically certain that a deaf person able to speak or write was given the right to make a testament at least three centuries before the time of Justinian's constitution.‡

When serving as soldiers the deaf and dumb were permitted to make military testaments, for the soldier's testament was valid, however made, this special privilege

*Rules of Ulpian: "Frag." xx, 9-13.

†Digest: "qui test. fac. poss." xxviii, 1, 7. Aemilius Macer wrote during the reign of Alexander Severus, A. D. 222-235.

‡The civil law seems to make no special recognition of any other mode for expressing one's testamentary wishes than by the spoken or the written word: hence, the signs of one unable either to speak or to write would hardly have been accepted as satisfactory evidence of one's intentions in so formal a matter as a testament. However, it is true that the statements of Paulus, Gaius, and Ulpian prove that *fideicommissa* could in their time be left by a nod or gesture. And in the writings of these great jurists there is to be found no special discrimination against the deaf and dumb from birth, for with them the only question seems to have been whether the deaf person involved was possessed of sufficient judgment and understanding.

The blind were much better off in the matter of testamentary capacity in Roman law than were the deaf, for by the use of an additional witness to the number ordinarily required, a blind man could make a valid will.* This, however, was very natural, for it was a much simpler matter to introduce an extra witness to serve as eyes for the blind than it was to appreciate the innate intellectual capacity of a deaf and dumb person whose only means of communicating with his fellowmen was an improvised language of gestures. There seems

having been granted by imperial constitutions.* A rescript of the Emperor Trajan provides that so long as a soldier making a military testament made it clear just what his wishes were, they were to be executed. A soldier who had become deaf and dumb through accident or disease would before obtaining his discharge have logically been permitted to make a testament in any manner in which he could do so, and provided the witnesses present had understood him, his testament would under the special law governing military testaments have been held to be valid. Even a deaf-mute from birth serving as a soldier would under the law have been granted the privilege of making a military testament, if able to express his wishes in a manner sufficiently clear to leave no doubt in the minds of the witnesses as to his intentions. There is no evidence, however, that such a case was ever considered in Roman law.

A deaf-mute from birth could not leave a legacy or trust to be executed, neither could he make a codicil nor a donation *mortis causa*, for to do these acts it was necessary that one possess the *testamenti factio activa*.† Although it was held in practice that a fideicommissary gift might be left by a mere nod or gesture and, although Gaius says that every one can leave particular objects, such as a slave, a vestment, or money, by *fideicommissa*, a deaf-mute from birth could not have done so since he did not possess the right to make a testament, being unable either to speak or write.‡ But according to the

to be no evidence that recourse was had to sworn interpreters in dealing with the deaf. Still, as has been stated, in some cases deaf persons were permitted to act through agents or servants in other formal matters. (*Paulus: "Sent. Recep." iii, tit. iv, 4.)

*Rules of Ulpian: "Frag." xxiii, 10; Digest: xxix, 1, 4; Inst. Just.: ii, tit. xi, 1-2; Sandars: pp. 244-246.

†Ulpian: "Frag." xxv, 4; also in Digest: "de Legat." xxx, 1, 2.

‡Gaius: Inst. ii, 260 and 268; Digest: xxxii, 3, 21; Paulus: "Recep. Sent." iv, tit. 1.

later law a deaf and dumb person able to make a testament in writing would have been permitted to make fideicommissary gifts by means of gestures, and would also have been able to make donations *mortis causa* and to make a codicil even though he had not already made a testament. Mute codicils could be added to testaments already made, the codicil receiving life and force from the testament.* Even the deaf who were able to speak were unable to make a testament *per aes et libram* in the time of Gaius, but when the right of testament was granted by special favor of the Emperor, the privilege of making codicils, donations *mortis causa*, and fideicommissary gifts naturally accompanied it.

When adoption, emancipation, and manumission were solemn acts, the deaf and dumb, whether by nature or accident, could not take any active part in these ceremonies. In fact, either total deafness or mutism would prevent one from participating in the formal ceremonies required by the old law in order to adopt or to emancipate any one.† However, there is a passage in the Digest showing that a person who was mute from natural causes could nevertheless give his son in adoption if in some other manner than by speech he could make clear his intention, and in such a case the adoption was to be confirmed just as if it had been made in strict legal form.‡ Regarding manumission Paulus says that though a deaf and dumb man could not liberate a slave by the *vindicta* yet it was not prohibited that he do so through a letter or in the presence of friends.§ Marcianus states that a father having a deaf or dumb son might manumit him by the *vindicta*, but he adds that madmen could not

*Digest: "de Iure Codic." xxix, 7, 8, 3.

†Gaius: i, 98 and 132; Just. Inst.: i, tit. xi and xii.

‡Calistratus in Digest: "de Adopt. et Emancip." i, 7; 29.

§Paulus: "Recep. Sent." iv, tit. 12, 2.

manumit their sons.* It may well be doubted whether one deaf and dumb from birth would have been permitted to manumit by the *vindicta*, although the provision of Celsus referred to by Ulpian shows that he took the opposite view. At any rate after the provision made by Constantine, the deaf and dumb were given permission to manumit without speaking the solemn formula usually required.†

The deaf and dumb were barred from formal solemn entrance upon an inheritance, although they could be instituted heirs by testament or inherit by intestate succession. In the time of Gaius the heir had to make a formal statement of his decision to accept the inheritance within the period allowed for *cretio*; it was of no advantage to him if he used the goods of the inheritance as if he were heir unless he had pronounced the required verbal formula.‡ Hence it was impossible for the deaf and dumb to make formal entry. Even one able to write could not have complied with the necessary formality; however, the curators provided by law for the deaf and dumb who were more or less deficient were authorized to accept for those unable to act for themselves. Even later when the *bonorum possessio* came to be given by the praetors, the repetition of a precise verbal formula was at first required, but in the course of time the emperors wisely provided that an express demand for the possession of the property need not be made, and that if the person entitled to possession signified in any manner within the appointed time his wish to accept the succes-

*Digest: xii, 2, 10.

†Hermogenianus: Digest: xl, 2, 23. However, this provision could hardly be held to apply to deaf-mutes from birth, who in that day would have been unable either to speak or to write. (See Gaius: ii, 18-37; Rules of Ulpian: "Frag." xix, 2.)

‡Gaius: ii, 165-166.

as tutor could be excused from acting as such and be replaced.* Paulus and Pomponius agree that a deaf man cannot be appointed tutor, giving as their reasons that a tutor should be able not only to speak but also to hear.† Since the deaf were debarred from appointment as tutors, it seems probable that they would not have been made curators, though of course in the former case the *auctoritas* was required, while in the latter *nudus consensus* was ordinarily sufficient.

The reasons for excluding the deaf from acting as judges and arbiters are practically the same as those given for their exclusion from positions of guardianship. Paulus, Ulpianus, and Pomponius agree that the deaf and dumb cannot act in the capacity of judge or arbiter.‡ They were also excluded from acting as procurators in formal legal matters,§ but they were permitted to perform such acts of administration as could naturally be entrusted to them.¶ The deaf were also excluded from acting as witnesses to testamentary acts in the civil law. Even after the deaf who were able to speak or write had been given the right to make a testament, the law seems to have prohibited them from acting as witnesses to the testaments of others, but women, legal infants, slaves, and prodigals were also held to be incompetent.**

However, from the foregoing instances cited one is led to the conclusion that in the majority of cases the deaf do not seem to have been deprived of their rights by the Roman law but rather to have been excused

*Paulus in Digest: "de excusationibus," xxvii, 1, 40; Digest: xxvi, 1, 17; Digest: xxvi, 1, 8, 3.

†Digest: xxvi, 1, 1, 2-3.

‡Digest: v, 1, 12, 2; Digest: iv, 8, 9, 1.

§Paulus: "Recep. Sent.," i, 3, 1.

¶Paulus in Digest: iii, 3, 43.

**Ulpian: "Frag." xx, 7; Inst. Just: ii, 10, 6; Sandars: pp. 239-241; T. and L. Gaius: p. 312.

from the assumption of responsibilities. Their interests seem to have been cared for and protected by the law as far as the understanding of their condition admitted of. The formal nature of the early law made compliance with its requirements by one unable to speak impossible in many instances, yet the law was not utterly unmindful of the unfortunate. As time went on and by a process of evolution the law of the City became the law of the World, the deaf were gradually permitted to share in that legal development as far as their inherent capabilities seemed to warrant.

The question regarding the exercise of those rights to which the deaf and dumb were admitted by Roman law in ante-Justinian times has already been answered in a general way. It remains to enumerate more specifically the various privileges which a deaf-mute might enjoy without the intervention of his curator. It has been said already that deaf-mutes giving evidence of intelligence were able to perform such acts as could be performed *solo consensu* and without the use of verbal formulæ. The totally illiterate deaf-mute, even when he gave evidence of more than average intelligence, could be admitted only to such negotiations as did not require words, either spoken or written. And since many deaf-mutes without any knowledge of spoken or written language would have seemed even more deficient in intelligence than they really were, it may be assumed that such deaf-mutes did not enjoy a very liberal exercise of legal rights. Nevertheless they were not barred from such acts as they gave evidence of ability to understand and perform. The deaf and dumb who could read and write were admitted to all acts that could be performed by simple consent and were held competent to exercise all those rights which did not require speech and hearing.

Thus deaf-mutes could contract marriage in Roman

law provided only the conditions of *justæ nuptiæ* were fulfilled. Though from the nature of the case they were barred from the two most ancient and formal modes of forming the marriage tie, the solemn *confarreatio* and the *coemptio*, both of which had long since fallen into disuse, before the time of Paulus it was recognized that they were competent to form a marriage by *usus*. Provided therefore the contracting parties were of lawful age, possessed the *connubium*, and manifested consent and intention, the marriage even of deaf-mutes from birth would have been legal, since the real tie of marriage was the consent of the parties manifested by the woman passing into the husband's possession.* Paulus says that because deaf-mutes can contract marriage, they are competent to make dotal obligations.† This statement therefore is proof both that the deaf did marry in his time, and that they made marriage contracts that were held to be legal.

With regard to contracts in general it may be said that deaf-mutes could make pacts and agreements, make informal obligations, buy, sell, give, let, hire, form partnerships, lend, deposit, and form contracts of mandate: they could do all those things which could be done by consensual agreement, even when not understanding verbal language, and those who had learned verbal language before becoming deaf and dumb were debarred from only the very formal acts which required special oral formulæ.‡ In the Digest and in the fragments re-

*Sandars: pp. 93-95.

†Paulus: Digest: "de iure dotium," xxiii, 3, 73.

‡Guyot: p. 95. The summary made by Guyot in this connection is so plain and so much to the point that it is strange that it should have escaped attention. He says: "Possunt pacisci, possunt se obligare, possunt emere, vendere, donare, possunt locare, conducere, societatem contrahere, mandare; possunt commodare, deponere; possunt omnia quae nudo consensu sine verbis fiant."

MORITZ HILL IN HIS LIFE AND WORK.*

A MEMORIAL ON THE HUNDREDTH ANNIVERSARY OF HIS
BIRTH.

MORITZ HILL was born in the house of his grandparents at Reichenbach in Silesia. His father, a musician in the army, had to march with his regiment from its headquarters at Loewenberg, and his mother returned temporarily to the home of her parents, where she gave birth to Moritz Hill, December 8, 1805. In 1806 the troops returned to their old garrison, enabling the father to take his wife and child to him again. Here in Loewenberg the boy received his first instruction, which was but meager. The war compelled the family to change their residence several times, causing frequent interruptions in his studies.

In 1815 his father received a position as town musician in Bunzlau, and from this time the boy pursued his studies without interruption. In the seminary there he prepared himself for a public school teacher after having previously, according to the custom of that time, studied music with the precentor of the church at Langenau near Hirschberg. In 1825 he passed his teacher's examination with high honors, the seminary faculty retaining him as an assistant teacher in the normal school and the orphanage connected with it.

To enable him to pursue his education further he received from the state in 1828 a grant which made possible for him a three years' stay at Berlin. His extraordinary musical talent and his wonderful skill in the use of various musical instruments, which he had acquired at home in

*Translated, with some abridgment, from "Zeitschrift für Pädagogische Psychologie, Pathologie und Hygiene," vol. vii, No. 4, by PAUL LANGE, M. A., instructor in the Wisconsin School, Delavan, Wisconsin.

his youth, ripened in him the wish to become a music teacher in a seminary. He therefore devoted most of his time in Berlin to the study of music. He considered himself fortunate in gaining the personal friendship of Zelter, Mendelssohn, and Bernhard Klein, and in being able to work under their direction. But he also strove to perfect himself in the sciences, and therefore attended lectures in the university on pedagogy, mathematics, geography, and history.

His stay in Berlin was, as he said, the happiest period of his life. His views were broadened and his mental horizon was extended far beyond the vision of his former companions. By associating with persons eminent in science, art, and society, he acquired the manners of a man of the world, which very much distinguished him from others of his own class.

To his great sorrow this delightful time came to an end through his transfer to the Institution for the Deaf at Weissenfels. With reluctance he took up the new work forced upon him. At first he could find no pleasure in his work, and his chief, Seminary Director Dr. Harnisch, was obliged to reprimand him severely. What he had not been able to do from personal inclination he now felt constrained to do from a sense of duty, and the longer and the more he worked, the greater grew his interest in the cause to which he devoted the rest of his life. In his long career of forty-four years as a teacher of the deaf, he finally became so interested in his work that he devoted to it not only his hours of duty but his leisure time as well.

Hill did not lack honors, for his services were recognized by high and low.

He was married twice, the first time to the daughter of Pastor and Superintendent Schmidt. The famous professor of the history of literature, Dr. Erich Schmidt of Berlin, is her nephew. His second wife was a Miss

Ramus and came from French Switzerland. Both marriages were childless. He died September 30, 1874. His second wife, who had been a faithful helpmeet in his declining years, died a few days before him.

Simple, modest, and uneventful as was Hill's outer life, its inner development was exceedingly fruitful.

If we wish to know how Hill became a reformer of the method of educating the deaf we must take a retrospect of the conditions of the schools at that time. The Abbe de l'Epée, the founder of the Paris school for the deaf, is regarded as the father of the manual method, while Samuel Heinicke, who established the first German institution at Leipsic, is generally called the founder of the oral method. Heinicke indeed taught his deaf-mute pupils speech, but he would not make known his methods. In his numerous writings about the deaf, everything imaginable is discussed except his methods. These he regarded as his private property and he would not impart them to others for less than 10,000 thalers. After his death his heirs claimed they had inherited the monopoly from him. Curiously enough, however, they guarded their heritage poorly, for in their schools at Leipsic and Berlin articulation languished and dwindled away and was finally superseded by an artificial, unintelligible sign language. The method, if there had formerly really existed a detailed and systematic plan of instruction, had under Petschke and Dr. Grasshoff declined to a stupid routine. Hill during his stay in Berlin had become superficially acquainted with the instruction of the deaf thus conducted.

Then School Counsellor Graser appeared. In his treatise, "The Deaf Restored to Society by Sight and Articulation," he directly opposed former teachers of the deaf. These had in their writings insisted that the deaf-mute was a being radically different from a hearing person. He on the other hand credited the deaf with all the mental and

moral faculties of normal persons. They had isolated him from human society; he restored him to his place. They had considered it necessary to have special institutions in which the deaf child must be trained by a complicated method. He recommended that they be simply sent to the public schools and be taught together with the hearing. According to his theory it was wholly immaterial whether a hearing person heard speech through the ear, or a deaf person read it from the lips. The one process was as simple and easy as the other. One can see to what exaggerations too bitter opposition may lead. It is an old truism that extremes often follow each other.

There could hardly be a stronger contrast in methods than the pedagogical views of the contemporaries Dr. Grasshoff and Dr. Graser. The former sought the salvation of the deaf in the fullest possible development of the sign language, while the latter aimed at a pure Utopia through oral instruction. Though Graser's plans were not feasible, they produced an extensive revision of the old principles on which the education of the deaf had formerly been based.

Dr. Grasshoff's suggestion to establish separate colonies for all the adult deaf was equivalent to a declaration of the failure of the German method, while Dr. Graser, following the speculative tendencies of a philosopher of the old school, lost his footing. His doctrines were scientific soap bubbles which attracted and fascinated by their brilliancy, but which dwindled away into nothing as soon as they came into contact with reality.

When Hill studied existing methods of instruction, he was impartial, as he had previously taken but little interest in the education of the deaf. It was evident that neither Dr. Grasshoff nor Dr. Graser had exerted an influence upon him. We therefore find it natural that he made his investigation without any partiality. Sagaciously

he examined the different systems and industriously he tried them in practice. Through his theoretical deliberation and his practical application he came to the conclusion that both were at fault. While at first he had merely done his duty in order to give Harnisch, with whom he was not on good terms, no cause for complaint, the zeal of the investigator now spurred him on. He felt himself called to change the course of deaf-mute education. He wanted to find new paths to firm ground in the domain of methods. After his ambition had once been aroused, his extraordinary zeal and industry would not permit him to be satisfied with the mere performance of his duties, but developed an extraordinary literary activity.

At first he unsparingly criticized the representatives of the old school. In his writings he subjected them to an annihilating censure. He struck the old decayed system so hard that the structure cracked in all its joints and collapsed, and on its ruins he built a new system of instruction better adapted to the needs of the deaf.

In his labors his thorough pedagogical education proved of great help. He had grown up in an atmosphere where the breath of Pestalozzi's spirit was omnipresent. While he was at Bunzlau there were laboring in the seminary at that place Hoffman, Henning, Dreist, Dr. Krueger, Karow, and Kawerau, several of whom had been pupils of Pestalozzi. In Berlin he was obliged to attend the Plamann Institute, which had been charged by the Prussian government with the task of familiarizing young teachers in their own country with the methods of instruction of the great Swiss pedagogue. At Weissenfels Hill became acquainted with Pestalozzi's methods in a modified form. Harnisch was not a direct pupil of Pestalozzi and for that reason he did not entertain the strict notions regarding the basic principles of formal education that prevailed at Bunzlau. To the question whether he was a Pestalozzian

he did not give an unconditional "Yes," but said: "Yes, if by that term one means a teacher the object of whose efforts is the general education of the child and not mere memory training and meaningless mental drills, and who finds the means to attain it in his love for the work." Though Harnisch was not a direct disciple of Pestalozzi, and had not experienced the personal influence of "this man of fire and love" by direct contact, he was still an enthusiastic disciple who in general followed the principles of "the sage of Yverdon" but in detail made changes according to his own judgment. To Hill it was an inestimable advantage that he could live and teach in schools where Pestalozzianism prevailed, especially with its two main tendencies, the strict and the free. It thus became possible for him to utilize in the education of the deaf those principles which had found acceptance in general education. As Pestalozzi declared observation to be the basis of all knowledge, so Hill based the whole education of the deaf, both oral and mental, on active observation. His oral instruction he based on the development of the mother tongue by the hearing child.

Not only did Hill skilfully utilize what he found immediately about him; he also traveled to become acquainted with other institutions of learning.

He especially studied the masterworks of pedagogy and its auxiliary sciences in order to utilize their treasures in his instructions. Thus in the grouping of his objective material he in general pursued Denzel's plan, and in his plan of language instruction we can see the influence of Becker's writings (*Ueber die Methode des Unterrichts in der deutschen Sprache. Schulgrammatik der deutschen Sprache. [On the Method of Instruction in the German Language. School Grammar of the German Language.]* Both published at Frankfort in 1832). Nowhere, however, did he merely imitate; he vigorously grasped and assimilated

everything of value, and after using it in his practical work he incorporated it in his writings as a separate whole.

Hill's works are:

A. Theoretical writings for the use of the teacher (in chronological order):

1. Leitfaden für den Unterricht der Taubstummen. Sonderabdruck aus Diesterweg's "Wegweiser für deutsche Lehrer." [Guide for the Instruction of the Deaf. Reprint from Diesterweg's "Guide for German Teachers."] 1838.

2. Vollständige Anleitung zum Unterricht taubstummer Kinder im mechanischen Sprechen, Absehen, Schreiben und Lesen. [Complete Guide for the Instruction of Deaf Children in Mechanical Speech, Lip-reading, Writing, and Reading.] 1839.

3. Anleitung zum Sprachunterrichte taubstummer Kinder. Für Pfarrer und Lehrer. [Guide for the Instruction in Speech of Deaf Children. For Pastors and Teachers]. 1840.

4. Kurze Nachricht über die Taubstummenanstalt zu Weissenfels. [Brief Report on the Institution for the Deaf at Weissenfels.] 1853.

5. Beleuchtung der in preussischen Gesetzen enthaltenen Bestimmungen über taubstumme Personen. [Light on the Prussian Laws concerning the Deaf.] 1861.

6. Der gegenwärtige Zustand des Taubstummenbildungswesens in Deutschland. [The Present Condition of Deaf-Mute Education in Germany.] 1866.

7. Grundzüge eines Lehrplanes für Taubstummenanstalten. [Outlines of a Course of Instruction for Institutions for the Deaf.] 1867.

8. Die Geistlichen und Schullehrer im Dienste der Taubstummen. [Clergymen and School Teachers in the Service of the Deaf.] 1868.

9. Die neuesten Vorschläge zur Förderung des Taubstummenbildungswesens. [The Latest Suggestions for Promoting the Education of the Deaf.] 1872.

10. Entwurf eines Reglements für das Taubstummenbildungswesen. [Plan of a Course of Study for the Education of the Deaf.] 1874.

B. Bildersammlung für Taubstumme. [Collection of Pictures for the Deaf.] 1841. (Twenty-four sheets, each with sixteen illustrations of separate objects. In black and in colors.)

C. Schoolbooks for the use of children. (In the order that they are to be used by children in school.)

1. Lesebibel für Volksschulen und Taubstummenanstalten. [Primer for Public Schools and Institutions for the Deaf.] 1853.

2. Erstes Wörter- und Sprachbuch für Taubstumme. [First Spelling and Language Book for the Deaf.] 1853.

3. Elementar-Lese- und Sprachbuch. [Elementary Reader and Language Book.] 1854.

4. The same, Volume II.

5. Kleine Erzählungen für Kinder. [Short stories for Children.] 1848.

6. Lese- und Sprachbuch für Oberklassen in Taubstummenanstalten. [Reader and Language Book for Higher Classes in Institutions for the Deaf.] 1843.

7. Biblische Geschichten aus dem alten und neuen Testamente für Volksschulen. [Bible Stories from the Old and New Testament for Public Schools.] 1853.

8. Biblische Geschichten des Alten und Neuen Testaments mit passenden Sprüchen versehen, zunächst für Taubstumme. [Bible Stories of the Old and New Testament with Suitable Quotations, primarily for the Deaf.] 1847.

D. Articles in periodicals: Darmstaedter Allgemeine Schulzeitung; Organ der Taubstummen- und Blindenanstalten; Brandenburger Schulblatt; Diesterwegs Rheinische Blaetter; Zerrenners "Zwanglose Hefte;" Wissenschaftliche Zeitschrift von Vieweg in Braunschweig;

Deutsche Allgemeine-, Hannöversche-, und Breslauer Zeitung.

E. A literary legacy of many unpublished papers.

After Hill had exposed the faults of the old school and lashed the shortcomings of its representatives, he turned to constructive work. In his first three theoretical writings he established a new educational system which embraced all the pedagogical knowledge of the time. In his *Leitfaden* he sketched the ground plan and in his two *Anleitungen* he gave a complete description of his system of instruction.

In the smaller *Anleitung* Hill speaks of the instruction in writing which deals with the comprehension and making of letters, and in the larger one he discusses language instruction in which conceptions and ideas should be aroused in the pupil, and the pupil should learn to express his thoughts and ideas and to understand the thoughts and ideas expressed by others.

The *Vollständige Anleitung*, the first work, which in comparison with the *Anleitung zum Sprachunterricht* was only of small extent, differed in two ways from similar works. The great excellence of this book consisted in its peculiar presentation of instruction in speech. There existed a large number of similar works before its appearance, which also gave descriptions of how the individual sounds should be developed with the deaf; but none was written with such care and understanding. In describing each sound, Hill wrote a special paragraph pointing out mistakes likely to be made by deaf pupils in producing them, and showing how to correct them.

Under the old system the deaf were generally first taught the vowels and then the consonants. Hill first went through the alphabet in order to fix firmly whatever the pupils already possessed. In his class instruction he then developed individual sounds in the following order: h, a, u, i; p, t, k; o, e; au, ai, (ei); f, ss, ch; w, s, j; ä; b,

d, g; sch; m, n, ng; l; r; ö, ü, (äü), z, x. By taking vowels and consonants in mixed order (arranged according to difficulty of pronunciation) he was soon able to form short words.

He developed three separate courses aiming at: 1. Correctness of pronunciation; 2. Accenting of syllables in words and words in sentences; and 3. Fluency.

The other great advantage of Hill's method consisted in the attention given to lip-reading.

Though speech had been taught in all the schools, the deaf-mute could not converse because he had not learned to read the lips. In Vienna lip-reading was considered impossible and in Prussia the case was not much different. Now since articulation could only be used in a one-sided manner as a method of communication, the teachers of the deaf and their pupils, when not speaking to the hearing, were forced to accompany their words with signs. But as the natural sign language differs in structure from our speech, it had to be changed to conform with our language. Thus there arose in Vienna, Leipsic, and Berlin special systems of signs which not only differed from the French system but also from one other. A characteristic of Hill's method consisted in the fact that lip-reading was constantly practised. Thus oral communication between the teacher and his pupils, and of the latter among themselves, was first made possible. Hill did not use the arbitrary and unintelligible "word signs;" only to the natural sign language did he concede a place in his instruction.

His second *Anleitung* may be regarded as a continuation of the first. In it he gives a detailed plan of articulation instruction. Its broad range and minute details insure this book lasting success. This "larger *Anleitung*," as it is called for short, therefore is one of the most important works in the literature of the education of the deaf. From its appearance dates a new era in the history of deaf-

mute education, for Hill here completely broke with the old system and gave the whole development a new direction.

With an ingenious grasp he expressed the substance of his method in the utterance "Speech must become spontaneous with the deaf!" How this was to be accomplished he showed with logical keenness.

His investigations culminated in the following principles:

1. The deaf-mute upon entering school lacks all conception of language.

2. Language teaching must therefore not only deal with the formation of signs and connection of these signs with ideas, but it must also develop the mental capacities and the creation of ideas.

3. As the sign language cannot be regarded as a language that needs only to be translated into speech, and as it therefore does not form a satisfactory foundation for learning speech, and as its application in life is subject to great limitations, the aim of the education of the deaf, which is a thoroughly practical one, permits of the occasional use of the sign language but not of its artificial extension and development.

4. If the cultivation of language is to gain the significance for the deaf that it has for the hearing, and remain the means for their continued mental development, we must strive to make their language spontaneous.

The attainment of this result was generally impossible under the old method, as single chapters of the grammar governed the progress of instruction. Language development based on grammatical rules is unnatural, as everybody knows from experience.

In the language instruction of his pupils Hill followed the plan suggested by the language development of the hearing child. The development of language in the deaf-mute as nature produces it in the hearing child was therefore made the basic principle of his school work.

From this he evolved the following subordinate rules:

1—Awaken in the pupils the thirst for language, especially for speech.

2—Should this succeed, then introduce objects to your pupils and use language in direct connection with them.

3—In the presentation of language material, as well as in the introduction of language expressions, follow the language needs of the pupil and the natural development of children in general.

4—In the language instruction of the deaf always uniformly pursue the following four objects:

a) The development of the intellect.

b) The acquisition of language.

c) The development of fluency of language-expression, which includes

d) The development of mechanical proficiency in speech, lip-reading, reading, and writing.

5—Especially practise the elements, returning to them frequently.

6—Divide the whole instruction into small ensembles, practise the lessons thoroughly, and review frequently.

7—Practise speech at all times and places and insist upon its use by the pupils.

Director Walther in his history of deaf-mute instruction writes: "By these principles Hill gave the methods of the grammarian their death blow. In them the reform of the new system of German instruction finds expression."

While Hill advocated objective and language instruction exclusively by means of speech, in religious instruction he not only permitted the use of the sign language together with speech, but absolutely demanded it. Thus he once wrote: "It is not only contrary to the nature of the deaf and the nature of religious instruction, but it also betrays a misconception of the German method to use in religious instruction only the spoken or written word

Ellis sits.	Joseph plays.	Long sits.
He writes.	He sits.	He eats.
He reads.	He writes.	He talks.
Joseph sits.	He sleeps.	He coughs.
He writes.	Ellis plays.	Miss Porter sits.
He reads.	He sits.	She sews.
Willie plays.	He writes.	She talks.
He runs.	He sleeps.	She writes.
He falls.	Olivia sits.	Mr. Kiesel talks.
He laughs.	She writes.	He walks.
Long plays.	She reads.	He writes.
He runs.	Carrie plays.	He coughs.
He falls.	She runs.	I stand.
He laughs.	She falls.	I turn.
	She laughs.	I hop.
	Elsie sits.	I fall.
	She eats.	
	She talks.	
	She laughs.	
You read.	I work.	
You write.	I sit.	
You study.	I eat.	
You rest.	I drink.	
Johnston studies.	You write.	
He rests.	You stop.	
He sleeps.	You talk.	
He awakes.	You read.	
Mazie works.	Ellis plays.	
She sits.	He stops.	
She sleeps.	He sits.	
She awakes.	He studies.	
She drinks.	Johnston stumbles.	
Carmean works.	He falls.	
He sits.	He cries.	
He reads.	He limps.	

He rises.	Carmean plays.
He plays.	He runs.
Grace sits.	He stumbles.
She sews.	He laughs.
She rises.	Mamie sweeps.
She bows.	She stops.
Mamie sleeps.	She rests.
She awakes.	She reads.
She coughs.	Elsie works.
She rises.	She sweeps.
	She talks.
	She sits.
	She rises.

The pronoun "You" may be taught in the meantime,
as:

You talk.	Joseph plays.
You write.	I laugh.
You bow.	You write.
You rise.	Willie dances.
You sleep.	A man falls.
You eat.	A woman sews.
You read.	You lie down.
	I hop, etc.

It will be well to let the children practise often with
new verbs and new names of objects. Irregular verbs
are given also:

I cry.	I study.
A girl cries.	You study.
You cry.	A boy studies.
Willie cries.	Mary studies.
A woman cries.	A man studies.
I cry.	I cry.
Grace cries.	A girl studies.

last a bright look lights up the faces of several and they "whisper" on their fingers the pronoun for which they are searching. Those who cannot find it out for themselves are helped by the teacher writing on the board:

Johnston writes.

— plays.
— sits.

A child is now called upon to illustrate the action of the verb.

Hop	}	Carmean.	Stand	}	Johnston.
Stop			Study		
Turn			Write		
	Come				

Same com-	}	Grace.	—	}	Grace.
mands as			—		
as above.			—		

Run	}	Marshall.	Sit	}	Elsie.
Hide			Rise		
Come			Run		
Bow			Slide		

Same	}	Mazie.	Same	}	Miner.
------	---	--------	------	---	--------

Rise	}	Carmean.
Hop		
Stop		
Kneel		

Commands may be given orally, manually, or in writing. They may be given by the teacher or by one of the pupils. Slips of paper may be used, having written commands on them to be distributed among the class.

Originality in a pupil is always encouraged. If he reverses the order of the verbs no correction is made. He will in time become more methodical.

THE USE OF "AND."

These commands are so nearly like former lessons that they may be changed by having two of the children perform the actions together. For instance spell (to Grace and Mazie, who stand in the middle of the room) "Walk," and make them walk. Then have Grace write "Mazie and I walk." Mazie writes "Grace and I walk," while the others write "Grace and Mazie walk."

The introduction of "and" makes this harder than any previous lesson. Such sentences as these may be produced: "Grace and walk." "Grace walk I walk." "Grace walks Mazie ands." The only thing to be done is to go back to the old way. Let Johnston walk. All write correctly "Johnston walks." Then let Carmean and Johnston walk, and write on the board, Carmean and Johnston ——. Thus they are led up to the correct sentence. In using the old lesson have one perform the action, then two.

Examples:

Elsie sits.

Olivia sits.

Carrie laughs.

Mary laughs.

Elsie and Olivia sit.

Carrie and Mary laugh.

If this is found too difficult for the class it may be omitted for a time. Write on paper occasionally sentences with the names of the children in the class, and a few outside, and have them read these and transfer them to the board. All the names and verbs used are familiar to the pupils, so no explanations are necessary. They must study to retain the positions of names with "and" and verbs. This work may be varied at the discretion of the teacher.

WRITING SENTENCES FROM TOYS.

Have a number of toy objects placed on a table and let the children pick out any of which they know the name. Make it perform an action and let the children write:

- A boy stands.
- A girl stands.
- A horse stands.
- A cat eats.
- A dog and a cat eat.
- A woman and baby sleep.
- A horse and a cow drink.

Pictures may be used in conjunction with these toys. Use the pictures in the scrap-book which is devoted to the use of numerals. Begin with the picture of one object and lead up to two, bringing in the use of "and."

Names should be written under the objects for the first few sentences, but the children must remember them as soon as possible.

Show a picture of two persons or two animals and have them write "Two boys," "Two rabbits," etc. Then alternate with "A boy and a dog," etc. The child must be trained to think and judge for himself.

The following is good to encourage original sentences and may be written on the blackboard:

- Sadie and Mary —.
- Willie and I —.
- A dog and a cat —.
- A woman and a girl —.
- Four cows and two horses —.

After the old lessons have been reviewed so that the children are pretty familiar with the work, stories differing a little from the first are given. Examples:

A man sits.	A boy skates.
He reads.	He slips.
He writes.	He falls.
He talks.	He cries.

The lessons do not have to be explained now. Story writing calls forth more exertion and thought than simply relating the actions of a child in the room. The children have frequently to exercise ingenuity and bring their imagination into play.

Lesson study in the evening must be kept up; thus they realize their responsibility for their work. But this work must be simple enough to be memorized without great effort, so that the child may be fresh and buoyant in the morning when he comes into the schoolroom. After the new lesson is given for the evening the children may occasionally write stories from pictures; this keeps their memory fresh for story work.

Here are some examples of the new evening lessons:

A boy plays.	A girl works.
He stops.	She sweeps.
He sits.	She rests.
He studies.	She eats.
	She drinks.

A woman works.	A man walks.
She cooks.	He slips.
She knits.	He falls.
She irons.	He limps.

TELLING STORIES FROM PICTURES.

The first story the children tried to tell from a picture was more satisfactory than I had at first supposed it could be. They found it much harder to describe the actions of a boy who had become exhausted playing with a hoop than to write about themselves and other real

children in the room. The following was written by three of the children, showing that they had the idea but not the ability to make that idea clear. All eagerly endeavored to turn the picture into their own language:

- | | |
|--------------------------------|-----------------|
| 1. A boy lies, sleeps, awakes. | |
| 2. A boy plays. | 3. A boy plays. |
| He awakes. | He awakes. |
| He sleeps. | He lies. |

Then the teacher wrote on the board:

A boy plays.

— —
— —
— —

and by questions received the following from different pupils to be written in the blanks above:

He lies. He sleeps. He awakes.

The next picture was that of a girl reading a book to her doll which sat opposite to her.

Some of the sentences produced were:

A girl sits.	A girl sits.	A girl talks.
She reads.	She reads.	She sits.
She chair (sits).	She talks.	She reads.
She talks.		

The next day the first picture was given again and this time with satisfactory results. Another picture was shown. It was of a teacher engaged in his occupation surrounded by his pupils, while he was explaining a lesson on the board. The children described this in the same language:

A man stands.
He writes.
He reads.

He talks. The new word "teacher" was written in place of man and explained. A fourth picture was described thus:

A horse walks. It stops. It drinks. It stands.

There is an art in story telling, which can be exercised by the teacher who has ingenuity, even with these crude and simple pictures.

Another way which will help to hold the children's attention is this: have one of the pupils spell on his fingers all the verbs he can find in a picture. The other children watch him and then all write the story on the board.

As the children advance and grow in the knowledge of a greater variety of material, the stories will have more charm for them. This is the beginning of cultivating a taste for reading. A picture may be shown and described on the board by the teacher. Erase the story and let the children write for themselves. Some will use the teacher's language, others will be original, but all will be benefited. Gradually the pupils will be able to write their own stories from pictures and from real life.

Whenever a new verb is introduced it should be used in several sentences or placed under a short story to be studied in the evening. The children must frequently write sentences to illustrate the meanings of the new verb.

Another way is to have the children write out sentences from pictures in which persons and animals are depicted as performing the action of one or more new verbs.

There are many ways of making the exercise of story writing interesting as well as profitable. Sometimes the teacher may give a story describing a picture. The pupils after carefully reading it repeat it orally or on their fingers or write it out on their slates. In this way the teacher has an opportunity to introduce new words and expressions wherever it is practicable.

The teacher may give the class several pictures of one of which he has written a description. Each child must read the story and produce the picture which is described.

The teacher may call the attention of the pupils to some person or animal in a picture and spell a sentence or two expressing what it is doing. The children write down the sentence with a few more added by the teacher; then erase and rewrite the story.

Pictures for beginners should be as simple as possible. Where a picture with only one object represented cannot be obtained it is better to call their attention to only one of the objects.

It requires much practice to write stories readily. At times the children are successful; at other times they fail.

Caution should be taken against confining oneself too long at a time to pictures. Drop them entirely for a while and take up some other language work, as sentence writing, relating incidents about some one in the room or outside, reading a primer, writing simple sentences on the blackboards, etc.

WHAT PICTURES SHALL WE HAVE IN THE SCHOOLROOM?

It is an acknowledged fact that pictures are essential to a liberal education. But not every picture will answer the purpose of school work. It requires time and judgment to select the ones most suitable and attractive.

Such elaborate pictures as are sold in book and art stores are as a rule unsuitable for teaching language to the deaf. Those, however, that are distributed for advertising purposes are often very good.

The second essential in pictures is the color. The color must be good and artistic or there must be no color at all.

Pictures of foreign people and scenes always have a charm for children. These may be used as the first steps in geography and history. If possible, furnish pictures of

what the children are interested in. It would be well to hang up a picture of the United States capitol, together with people, horses, etc. Thus the children will be interested in the capitol after writing such sentences as: Some people stand, A lady rides, A tree grows, Many trees grow, Some flowers grow, etc. The name of the capitol written below the picture will unconsciously impress itself on their memories.

A picture of Independence Hall may be given in the same way.

A picture of Niagara Falls is one of the most interesting. Many sentences can be learned from this picture. For example: Some people picnic, Two women rest, A man fishes, A boat sails, etc.

The schoolroom decorations would be incomplete without pictures of a farm, together with everything connected with it, and an Indian encampment with objects and customs in their primitive condition. After the study of such pictures, whenever the children happen to see an Indian in a circus or elsewhere they will be better able to understand and appreciate him.

It is well to have pictures of by-gone generations, with customs and scenes in history, and pictures of famous men.

Such pictures serve a good purpose in place of books for those pupils who have not the intelligence to read. Indeed so far as beginners are concerned they are the best and only medium of gaining knowledge. They nourish the children's souls. The pictures must be large and clear enough to be seen from any part of the room.

When beginning to write stories use small card pictures. These can be passed around. The wall pictures may be left to the children to describe by themselves; one or two are enough for the day.

SCRAP-BOOK ILLUSTRATING THE USE OF NUMERALS,
"AND," "DO NOT," "WILL," ETC.

This has been mentioned before in this article but I shall now speak of it more in detail.

This book is the most important of all; perhaps the pupil's progress hinges on it. If this does not aid him in grasping a general knowledge of language then he must be dropped to a lower grade.

It is a link in the chain for making and understanding sentence building which leads to story and letter writing.

The first page contains pictures of not more than two persons or animals in action. Regular and irregular verbs are used. But irregular numerals, such as man, men, woman, women, are put in about the third page. Then both are reviewed together on the last pages.

Use both numbers one and two and larger numbers also with frequent review.

It saves space to use pictures that are from one-half to two inches long. There are exceptions to this in case a large picture is capable of producing more than one sentence. They can be procured from old magazines, newspapers, and books.

The persons and animals should be proportionate in size; for instance, a picture of a boy should not be larger than that of a man, nor a baby larger than a woman.

To illustrate the work of constructing sentences a few are selected from pictures in the scrap-book:

Two horses jump.	Two horses eat.
Two boys dance.	Two boys cook.
A man works.	A boy skates.
Two girls read.	A bird flies.
A girl reads.	

In the same classification, on the back of the next page

for review, are pictures like these: Two horses stand, Two boys play, A girl plays, A boy slides, Two negro boys eat, A girl limps, Two camels walk, An ostrich turns, Two ostriches (which have been running) stop, A man drives, Two boys (with the man) ride. Irregular numerals are given on the third page. For example: A man eats, Two men eat, A man talks, Two men listen, Two men ride, A man digs, Two men laugh, A man works, Two men work.

Then follows a separate classification in the same book with the numbers one, two, and three. Three ducks swim, Three women sit, One woman (in the same group) reads, Two women listen, Three horses stand, Two horses (in the same picture) drink. A woman swings (in a hammock), Two men (hunters) hide, One man shoots, Three birds fly, A wasp flies, Two wasps fly.

At first the work is slow and laborious owing to the fact that many of the verbs and names of objects are new.

IRREGULAR NAMES OF OBJECTS THAT END IN "Y."

In this class are the irregular forms of baby, fly, butterfly, lady, puppy. Begin with the singular and regular forms, for example: A baby crawls, Two babies crawl, A baby swings, A baby dances, Two babies dance, Two babies stand, A baby eats, Two babies cry, Three babies play, Three babies laugh, etc. A fly crawls, Two flies crawl, Three flies fly, A butterfly flies, Two butterflies fly, Three butterflies fly, A puppy runs, Two puppies run, etc. After reviewing these thoroughly more irregular forms are introduced: A child digs, Two children dig, A child wades, Two children wade, Three children play, A child listens, Two children fight, etc. A hen scratches, Four chickens eat, A sheep lies, Two sheep lie, Four sheep lie, Four hogs eat, Four birds stand, A man works, Two men work, Four women sing, A woman drives, Four children ride, Two men (in a boat) ride, One man shoots, Three children play,

A man kneels, Three children sing, A woman washes, Two women wash, Four men rest, Four flies crawl, A baby sucks (a bottle of milk), Three butterflies suck (a flower), etc., A man drives (a stage), Five men ride (on top of the stage), Five children play, Two men creep, Five (sledge) dogs rest, Two babies bathe, The cars come, Two women go, A negro man comes, Five sheep eat.

In this book there are many pictures that may be interpreted differently for different lessons. Each child may have his own idea in regard to describing what he sees. The picture of a woman who has been painting the floor and stops to listen with a smile on her face is described thus by different pupils. A woman works, A woman paints, A woman smiles. Later a longer story may be developed from the picture.

THE USE OF "DO NOT" AND "DOES NOT" IN PICTURES.

In the first place give a few sentences:

I do not skate.	A baby does not skate.
I do not creep.	A child does not work.
I do not dance.	A sheep does not creep.
I do not drive.	Carrie does not study.
I do not fight.	Mamie does not sew.
I do not scream.	Grace does not shoot.
I do not cook.	Susie and Flora do not dig.

Now a picture is shown the class and the following sentences are produced:

Three horses stand.
Two horses drink.
One horse does not drink.

From another picture is produced the following:

Four women sit.
Three women sew.
One woman does not sew.

The exercise below will be found to be a good test of the children's work. They must fill out the blank with "do not" or "does not."

Elsie	does not	cry.
Mamie	— —	cough.
Carrie	— —	ride.
A baby	— —	work.
Grace	— —	swim.
Estella	— —	paint.
You	— —	hunt.
Johnston	— —	hurry.
A sheep	— —	bite.
Florence	— —	come.
I	— —	sing.
We	— —	laugh.
Carmean and Marshall	— —	read.
Johnston and Estella	— —	talk.

The results of the scrap-book work are shown by the lessons given. The first lessons for evening work contain the words, one, two, three, four, etc., some, many, few, together with the articles "a" and "the."

At first it would seem that too much time has been consumed on these intransitive verbs. But when we consider that these are not bright pupils for whom these lessons are prepared, we recognize the necessity for drilling them thoroughly in the little things that make the foundation of their language work. Considering, moreover, that it takes a deaf-mute a lifetime to acquire a perfect command of language, it is not a waste of time to lay this foundation well on which he is to build. The beginning is always the most difficult, therefore it behooves us to see that the child begins well. "Well begun is half done."

To be successful with a dull, slow pupil one must pay close attention to every minute detail; his work must be

I do not skate.	I do not skate.
Grace does not cook.	Grace does not cook.
Willie — — paint.	Willie does not paint.
Johnston — — grow.	Johnston does not grow.
— boy — — sow.	A boy does not sow.
— boy — — sew.	A boy does not sew.
Three — — — stay.	Three boys do not stay.
Marshall — — laugh.	Marshall does not laugh.
Some children — — listen.	Some children do not listen.
— cat — — swim.	A cat does not swim.
Elsie — Carrie — — knit.	Elsie and Carrie do not knit.
Walter — I — — ride.	Walter and I do not ride.
— woman — girl — —	A woman and girl do not shoot.
shoot.	
Papa — Mamma — —	Papa and Mamma do not
drive.	drive.
Some men — — sing.	Some men do not sing.
I — — dance.	I do not dance.

THEODORE A. KIESEL,
*Instructor in the Kendall School,
 Washington, D. C.*

[TO BE CONTINUED.]

THE DEAF IN ANTIQUITY.*

It is a well known error, but one still widely prevalent, that the dumb cannot speak by reason of some obstacle that interferes with the movements of the tongue. In my manual of pedagogy for instructors of the deaf† I showed that this serious error has come to us from antiquity, being found not only in the several literatures but even in the

*Translated from *Atene e Roma*, vol. ix, nos. 85 and 86.

† "Il Sordomuto e la sua educazione," vol. iii, Siena, 1896.

sacred writings of the ancients. In these writings, whenever a deaf-mute is mentioned, he is always spoken of as a *dumb* person, the bond of whose tongue was miraculously loosed and so the dumb was made to speak. It is evident that the ancients did not understand that there is an essential relation of cause and effect between the acoustic function of the ear and the articulation of speech through imitation and the reproduction of spoken language.

This error is found in the abundant researches and observations of the leading men devoted to physical and medical sciences. They perceived, it is true, that there is a relation between speech and hearing, but they were unable to explain this relation, misled as they were by their preconception of the existence of nerves common to the ear and the tongue, and even of an organic connection between the ear and the lungs. Lacking the knowledge of the true causal relation between speech that is heard and speech that is uttered, the writers who were regarded as undisputed authorities for nearly twenty centuries (from the fourth century before Christ to the sixteenth after) could not escape the error above mentioned so long as their methods were speculative and not experimental. But, unfortunately, the error did not disappear even when observation and experiment had proved to them that muteness is a necessary consequence of congenital deafness, or of deafness that occurs before the child has learned to speak the mother tongue in the natural way through the ear. The reasons why this truth was so slow to receive recognition are many and various, and it is unnecessary to recount them all here. We will limit ourselves to a single one of these reasons, and this is, perhaps, the chief one, being common to all languages ancient and modern.

The researches of comparative philology show indisputably that the word *deaf* or *surd* was originally applied

to things in the sense of *dull* or *obtuse*, and only later came to refer to the lack of hearing in persons. The same may be said of the word *dumb* or *mute*, which was applied first to natural objects lacking beauty, light, color, etc.; then to animals, and finally to the man deprived of speech.* Comparative philology also shows that these two words were used in every language *separately* from each other. And so it took centuries to arrive at the use of the compound word *deaf-mute*, the proper scientific term, although many people continue to speak of the *dumb*, and at the most to jest upon their deafness.

The word deaf-mute is the result of the clear recognition of the misfortune which affects the senses and the minds of persons deprived of hearing and speech. It is interesting to remark that in the formation of the word deaf-mute the natural order of the two deprivations is followed, indicating first the cause (deafness) and then the effect (mutism). This is in direct contrast with the opinion of the ancients, who considered the effect first, no doubt because that is the more obvious of the two complicated defects of deaf-mutism. As the ancients, so also the mediæval writers, when they refer, generally as a matter of curiosity, to deaf-mutes, always speak of the *dumb*.

This is the word generally used, even by medical writers, and even after the relation of cause and effect between deafness and mutism had been learned from experimental observation. Doubtless this was due to the fact that the mutism made a stronger impression upon the mind than the deafness. But without following the various fortune of the words, we have a proof of the error, which has been perpetuated even to our own times, in the custom of the midwives of to-day, who regard it as their principal duty

*See "Primitive Terms for 'Deaf,' 'Deafness,' etc.," in the May number of the *Annals*, pp. 234-241.

to break the ligament of the tongue in new-born babes, by passing a lacerating finger under the tongue while its ligament is still very tender. They believe that by this act they remove from the infant that famous "bond" which would prevent it from speaking. This opinion is so deeply rooted and widely diffused that, even to-day, when a child does not begin to speak at the usual age, the first thought is, not that it may be deaf, but that a doctor must be summoned to cut without mercy the ligament of the dumb child's tongue. It must be confessed that many physicians are too complaisant in this respect.

But it is time to enter upon the theme of the present paper, which is to show what idea the ancients had of deaf-mutism. This we shall do by making a brief review of what is contained in the two literatures of Greece and Rome on this subject.

THE DEAF IN GREEK LITERATURE.

A careful examination of the Greco-Roman literature convinces us of the fact that deaf-mutism existed in the most remote antiquity. If we have no definite statements to that effect, it is because the deaf-mute, being deprived of language, was regarded as an unsocial being and therefore incapable of being educated. This also explains why in ancient legislation he was placed on a par with idiots.

On the other hand we cannot admit, in the absence of any historical evidence, that in Greece and Rome the deaf were put to death in their early infancy as individuals useless and burdensome to the state. That this was the case was often asserted in the nineteenth century, but the assertion has generally made in public addresses, in which the glen of Taygetus and the Tarpeian rock had to serve as a rhetorical argument to incite modern society to aid the deaf. In all my researches in ancient literature,

contrary must have been merely *dumb*. The writer of the list of cures does not use the word *χωφός*, but *ἄφωνος*, which means *mute* became *voiceless*. It was, therefore, probably a case of *aphasia*, and if the word *ἄφωνος* is not a sufficient evidence of this, it is proved by the circumstances of the cure, which seems to have been effected by a sort of hypnotic suggestion. Otherwise it would be impossible to explain its successful result.

But in order to understand the matter better, let us look at the brief report of the first of the two inscriptions found by Cavvadias in Epidaurus in April, 1883. The first words in each case designate, as to-day would be done by means of a title, the nature of the diseases with which the pilgrims to the temple of Æsculapius were afflicted. Ours begins with *παῖς ἄφωνος* and says: "A dumb boy came as a suppliant to the temple on account of his voice. When he had offered the preliminary sacrifice and performed the other ceremonies required, the attendant assigned to these offices turned to the boy's father and said: 'Do you promise, if you obtain your request, to return here a year hence and offer a sacrifice to the god in return for this cure?' The boy immediately said, 'Yes, I promise.' Then the astonished father told him to speak again. He spoke again and from that moment he was cured." *

It appears from this brief report that the boy had learned to speak by the natural process of imitation through the

* Παῖς ἄφωνος (ἰ) | [κέτας ἀφί]κετο εἰς τὸ ἱερόν ὑπὲρ φωνᾶς ὥς δὲ προσέθυσται καὶ | [ἐπὶ ὅσας τὰ] νομιζόμενα, μετὰ τοῦτο ὁ παῖς ὁ τῷ θεῷ πυρφορῶν | [καὶ θύων? π] οἱ τὸν πατέρα τὸν τοῦ παιδὸς ποτιβλέψας "ὑποδέχεσθαι | [αὐ] ἔφα, "τοῦ ἐ]νιαιωτοῦ, τυχόντα ἐφ' ἃ πάρεστι, ἀποθύσειν τὰ ἱατρὰ;" | [ὁ δὲ παῖς ἔξ] απίνας "ὑποδέχομαι" ἔφα· ὁ δὲ πατήρ ἐκπλαγείς πάλιν | [ἐκέλετο αὐ]τὸν εἰπεῖν· ὁ δ' ἔλεγε πάλιν καὶ ἐκ τοῦτου ὁρμῆς ἐγένετο. P. Cavvadias, *Op cit.*, page 25.

ear and had always heard perfectly. Otherwise how could he have replied to the question addressed to his father?

It is clear that the ancients must have perceived a difference between mutism caused by deafness and that caused by one of the various forms of aphasia, now well differentiated.

A careful examination of the works of Hippocrates shows us moreover that he recognized distinctly the various affections of the hearing, and it is certainly strange that he failed to comprehend clearly that relation of cause and effect of which we have spoken above. He also understood the essential difference between congenital and adventitious diseases, for he speaks at length in several of his works of infantile diseases and their consequences.

We must remember, however, that the pathological anatomy of the ear was entirely unknown down to the middle of the last century. If we remember also the well known fact of the prevailing empiricism in the practice of the healing art, it is easy to understand why not only Hippocrates, but even many physicians of our own times, remained ignorant of the causes of deafness and the consequent mutism, when it is connected with embryonic degeneration and congenital malformation of the auditory apparatus.

Plato and Aristotle are the two Greek authors who describe with the greatest precision and breadth of view the processes of the various sensations. If they did not always succeed in giving an exact account of them, it was due to their lack of methodical experimental observations. It was also this lack that prevented them from perceiving clearly the real reciprocal relations between the various stimuli of sensation and perception, while it sometimes led them to report such as were merely the product of their own imagination and the conclusion of their philosophical speculations.

With regard to the phenomenon of the production of vocal sounds and the formation of language, Aristotle seems to have understood the matter better than Hippocrates, although in describing these processes he sometimes used (about fifty years later) the same words as Hippocrates. In this respect the comparison of the two following passages seems to have some importance:

Hippocrates had written in Section 19 of the book *Περὶ Σόφων*: "The faculty of speech is produced thus: the whole body inhales the outer air, and the greater part of this is accumulated in the inward cavities. Then when the air is allowed to escape it makes a noise, the head resounds, the tongue moves, and articulating through the throat, closing and striking the palate and the teeth, a distinct sound is produced. But if the tongue, still obstructing the air, did not articulate, one could not speak distinctly but would naturally have only voice. We have a proof of this in the dumb from birth, who cannot speak, but only emit a voice, and that happens even when they try to speak while exhaling the breath. This is clear, that when one wishes to produce a loud voice he inhales the outer air, and when he exhales it he produces a loud voice as long as the breath continues, and then the voice dies away."

2. Aristotle dedicates chapter ix of book iv, *Περὶ ζώων* to a description of the voices of animals. After remarking upon the necessary distinction between voice, sound, murmur, and speech, he says: "This is peculiar to to man. Those who have speech have also voice, but not all those who have voice have also speech. Those who are deaf from birth are also mute; they can emit voice but it does not follow that they have speech. Infants are also unable to control and govern the tongue as well as their other members; they are, therefore, imperfect at first and only later is the tongue loosed. Most of them stammer in beginning to speak and are awkward in their use of the

tongue. Voices as well as dialects and customs vary from one region to another."

From this passage of Aristotle's, as well as the one preceding it from Hippocrates, it follows that these writers understood that there was a relation between deafness and mutism, but they regarded this relation as one of *sympathy* between the organs of hearing and those of speech. This error was persisted in throughout the middle ages by men who pursued the study of the medical sciences. They devoted themselves to the incessant search for certain *nerves common to the ear and the tongue*, and even to the investigation of the supposed relations between the organ of hearing and the lungs.

The word *ἔνθεος* is also found in Greek authors, but they seem to have used it in the sense of being made dumb by surprise or fear, like our *dumbfounded* or *dumbstruck*. But as this word also had the meaning of *stupid*, *silly*, and *deprived of the light of reason*, the statement has been handed down through the ages that Aristotle declared that deaf-mutes were incapable of instruction through absolute lack of intelligence. The truth is that if Aristotle believed deaf-mutes incapable of education, it was because he had perceived that the sense of hearing is the one for the acquisition of knowledge, and hence concluded that education was impossible for persons deprived of that sense by nature or accident. The commentators upon Hippocrates, from Galen down, and those upon Aristotle, including all physicians down to the sixteenth century, seem to have accepted the ideas of the ancients without reflecting that the instruction of the deaf might have been possible, as it was, through the substitution of other sensorial stimuli. This error was confirmed by the too literal interpretation of the words of St. Paul in his Epistle to the Romans, "Faith cometh by hearing;" from which many writers drew the conclusion that deaf-mutes are incapable of any religious faith.

But, to return to Aristotle, it is well to remember that the question of deaf-mutes, or at least of the deaf and dumb, was made the subject of the philosopher's careful speculations, as clearly appears from several passages of his many and various *Προβλήματα*. The chapter *Ἵθσα περὶ φωνῆς* is an exhaustive study, so to speak, of the voice and its various modifications. Here Aristotle, having observed the frequent danger to which the sense of hearing is liable from many maladies of childhood, propounds these questions: *Διὰ τί τῶν αἰσθησῶν ἐκ γενετῆς μάλιστα τὴν ἀκοὴν πηροῦνται;* — *Ἡ ὅτι ἀπὸ τῆς αὐτῆς ἀρχῆς δόξειεν εἶναι τὴν ἀκοὴν καὶ τὴν φωνήν.*

He also proposes other questions upon the quality of the voice of deaf persons and attributes their nasality to the fact of the inertia of the tongue. But in all these cases, which ought to have led the philosopher to the true conclusion of the dependence of speech upon the imitation of what is heard, Aristotle was misled by the preconception above mentioned of a sympathy between the internal organs of hearing and the internal and external organs of speech, so that, missing the true relation, he said that hearing was incidental to the faculty of speech (*καὶ τῆς ἀκοῆς ὥσπερ καὶ εἰ συμβεβηκότος*).

A graver error, and one which perhaps put the physicians of the first fifteen centuries of the Christian era upon the wrong track, was that of supposing that there was a causal relation between hearing and the respiratory system (Compare Problems, Section xxxiii, 14, and Section ii, 45.)

The general idea which is derived from the examination of the works above mentioned is that of the incurability of deaf-mutism; and this serves to explain why all the expedients suggested by the therapeutics of the organ of hearing refer exclusively to pain in the ear (otalgia) and to disturbances of the hearing as symptoms of other diseases.

It must not be supposed that the ancients really regarded deaf-mutes as mentally defective. It is true, as we have already said, that the words *ἐνέος* and *χωφός* often had that meaning, but Plato, who used them in several passages in the proper sense of mute and deaf, had observed the sign language of the deaf as an obvious fact well known in his times, and had regarded it as well adapted to express thoughts and sentiments. In Section 34 of the *Cratylus*, Socrates, questioning Hermogenes, makes this hypothesis: "Tell me: If we had no voice nor language, and wished to explain something to one another, should we not perhaps do like the dumb (*ἐνέοι*), striving to make ourselves understood with the hands and the head and the other members?" To which Hermogenes replied: "We should not do otherwise, O Socrates." From the remainder of the dialogue it is evident not only that the sign language of the deaf had been observed, but also that it had been explained logically, the argument being that the names of things were first discovered by imitation of the things themselves.

Naturally the arrest of intellectual development by reason of sensorial defects did not escape the notice of Plato. In several passages he uses the word *χωφός* in a metaphorical signification to indicate the benumbing effect of the anesthesia and blunting of the generic faculty of sensation (see *Timæus*, *Gorgias*, *Phædrus*, *Alcibiades*, *Theætetus*).

From a comparison of the various passages, which it would take too long to give in detail, it appears that Plato preferred the word *ἐνέος* to indicate the absence of speech and *χωφός* that of hearing. In the *Gorgias* we find repeatedly the emphatic expression, which has passed into modern languages: "If I am not deaf," meaning, "If I heard aright," and here the word is *χωφός* (*εἰ μὴ χωφὺς γ' εἰμι*).

One passage of the Theætetus is of much importance as showing how Plato, like the other writers of antiquity, was more impressed by the lack of speech than by that of hearing. In Section 42 of that dialogue Socrates explains the true meaning of λόγος, saying that this word has three distinct significations: first, the expression of one's own thought by the voice; second, the opinion which one has and which he makes known through speech; third, speaking in the usual meaning of the word. "And all this every one can do, more or less rapidly, provided he is not *dumb* or *deaf* from birth (ὁ μὴ ἐνεὸς ἢ κωφὸς ἀπ' ἀρχῆς). Notice the disjunctive conjunction ἢ, which betrays the deeply rooted opinion that one could be *dumb or deaf*.

I have found in the Greek authors no other passages than those above referred to that seemed worthy of mention or discussion. The results of this inquiry may be summed up as follows:

1. Deaf-mutism caused by deafness from birth or early infancy is a pathological state which was found among ancient peoples as well as modern.

2. The ancients did not clearly perceive the relation of cause and effect between hearing and speech; although they were well aware that speech, far from being a congenital endowment, is an art which can be acquired only through imitation.

3. The education of the deaf was not believed possible, in fact it was never even made a matter of speculation, because persons of this class lacked the sense for acquiring knowledge, or, as the moderns say, *the social sense par excellence*. The substitution of other stimuli could not occur to the mind of any one before the application of the experimental method. When that was discovered, and the opinions of "the master of those who know" were examined anew, Jerome Cardan saw that it was perfectly natural

that sight should take the place of hearing in acquiring language presented in its graphic form.

4. The preconception of the Greeks and Romans on this subject were handed down from generation to generation until the sixteenth century, without its ever occurring to any one to study the problem in the light of experimental observations.

5. To the unhappy deaf-mutes, abandoned to their own insufficiency and the desolation of their peculiar misfortune, Roman legislation was extremely prejudicial. This we shall see in another article upon the deaf in Roman literature.

GIULIO FERRERI,

Rome, Italy.

THOMAS STRINGER.*

My hands in earnest blessing
On thy dear head would rest,
Praying that heaven e'er may keep thee
So fair and pure and blest.

—HEINE.

THE story of the emancipation of this hapless boy from the thralldom of a double affliction and of his reinstatement in his human inheritance is as instructive and inspiring as the tale of his early life is sad and pathetic.

Bereft of the senses of sight and hearing at the age of three years, Thomas was abandoned to the mercy of fate and became one of the most forlorn and hopeless creatures that ever crawled on the face of the earth. There was nothing done to arouse him from his drowsiness and kindle in him a spark of intelligence. He was in a pitiful plight, although his physical wants were attended to, and he was comfortably clad and fed.

* Reprinted, by permission, from the Report of the Perkins Institution and Massachusetts School for the Blind, 1906.

It was in April, 1891, that this unfortunate child was brought to us by a kind-hearted nurse from the Allegheny hospital near Pittsburgh. He appeared then to be like a good-natured little animal, wholly unconscious of himself and of his isolation from the outer world, and utterly indifferent as to where he was and what was going on around him. He was indeed an abject image of lifeless apathy, a bundle of flaccid muscles and nerveless flesh. He showed no signs of energy and no desire to come into communion with his fellow men. Apparently his actions and movements had their origin in an elementary instinct of self-preservation, not unlike that of a puppy, and were very simple and rudimentary. They consisted in eating, drinking, creeping, shaking a bunch of keys for amusement, and sleeping; and these performances constituted the strands in the web of his existence.

Although a number of persons deprived of the senses of sight and hearing had been educated at the institution, no one of them had come to us in such a low and wretched condition. Nevertheless the poor boy was received with open arms at the kindergarten in Jamaica Plain, and the momentous task of building up a frail and weak constitution and of releasing an enchained soul from its fetters began at once. Tommy was four years and nine months of age at this time.

It is no exaggeration to say that the happiest and most auspicious event in Thomas's life was his admission to the blind children's sunny garden, which was most appropriately called by Dr. Alexander McKenzie of Cambridge "the university of humanity." Here he was placed in the midst of genial surroundings and was cared for and watched with parental solicitude. Here everything was fresh, sweet, and invigorating, and he lived, moved,

and had his being under a "canopy of love." Here he was trained and brought up in accordance with the methods invented by Dr. Howe for the deaf-blind and with Froebel's principles of modern pedagogy. Here his mind was disinterred from the sepulchre of never-ending darkness and stillness and set free to

Ascend the native skies and own its heav'nly kind.

Here simple rational methods of nurture and all available means for improvement were intelligently used and skilfully applied to develop his muscles and strengthen his vital organs; to awaken the dormant parts of his brain and rouse his spirit from its torpor; to foster to germination the seed of his intellectual faculties and give him the habit of learning by doing; to make him skilful in the use of his hands and cultivate his natural inclination and aptitude, and to lay firmly the foundation of his character. Finally, here a splendid educational battle was fought against fearful odds and appalling difficulties, and a signal victory was won.

Thus through the unwavering attention and the judicious treatment and discipline which Thomas has received at the kindergarten, a remarkable transformation has been achieved in his case. Out of a puny, dull, spiritless little creature, a mere piece of clay shaped into human form and endowed with breath and with blind impulses to certain actions, there has been triumphantly evolved a fine, sturdy boy, possessed of superior qualities of head and heart and of rare manual dexterity and mechanical ingenuity. Indeed, the general development of this child and the rapid progress which he has made in climbing the rounds in the ladder of human intelligence, constitute a most remarkable feature in the history of education and afford a striking example of the great work which is done in the kindergarten at Jamaica Plain.



THOMAS STRINGER.

then appeared—a drowsy, heavy child, disinclined to stand erect and disposed to creep backwards and “grovel on the ground.” Compare this with the one taken a year ago, printed on the opposite page, and then say whether or not a veritable educational miracle has been performed in the case of Thomas Stringer. But remarkable as are the steady and symmetrical growth of his physical and intellectual powers and the sweetness of his disposition in the midst of adverse circumstances, his moral development, the rich fruition of his early training and the crown of his character, is even more noteworthy. He loves truth and uprightness and loathes mendacity and deceitfulness. He appears to be absolutely unselfish and is very grateful to his benefactors. His is a loyal and self-poised soul—affectionate, tender, and brave. He enjoys the tranquillity of innocence and the blessings of the pure in heart. He is honorable, faithful, straightforward, and trustworthy in all his relations. He is not only happy and contented with his environment, but seems to dwell perpetually in the sunlight of entire confidence in the probity and kindness of his fellow men. He knows nothing of the meanness and covetousness, or of the falsity and brutality, which may exist among men, because the wrong side of the shield of human conduct has never been described to him in its dark colors either by his teachers or by his companions and schoolmates. His serene and peaceful life may be justly compared to—

A clear stream
In whose calm depth the good and pure
Alone are mirrored.

At the beginning of the school year in September, 1904, Thomas was transferred from the juvenile school in Jamaica Plain to the parent institution at South Boston,

and here the work of his training has been carried on with renewed zest and under peculiarly favorable circumstances. A broader field of activities, a wider circle of domestic and social relations, a much larger number of students and playmates of his own age, a new special tutor of exceptional efficiency and enthusiastic energy, all contributed to render the change truly delightful and to make him exceedingly happy. His teacher entered upon her duties with great earnestness. As she had found that he was not as thoroughly grounded in some branches of study as he needed to be, she undertook to give him instruction in such subjects as were required to fill the gaps and make up the deficiencies in his previous training. This was done with the explicit purpose of enabling him to gain admission to the advanced department of the institution, which corresponds to the public high schools, and to graduate therefrom in due season.

The arrangements which were made for the continuance of Thomas' education, as well as for his personal comfort, were eminently satisfactory, and an era of good work, full of promise for the future, seemed to have been inaugurated. But in the midst of his joy and contentment he met suddenly with a terrible loss, which came like a shock upon him and plunged him into a sea of distressing sadness and heart-rending sorrow. His beloved teacher and devoted companion, Miss Ruth Louise Thomas, was drowned on the seventeenth day of August while bathing with two of her sisters at Sea View beach in Scituate. This dreadful accident caused consternation to Thomas, who was informed of it by his intimate friend and faithful comrade, Frederick Vincent Walsh. For days, weeks, and months the unfortunate boy moaned and grieved over the awful calamity. The loss to him was irreparable.

Miss Thomas was a young woman of exceptional parts and rare traits of character that commanded the admiration of those who were brought into close contact with her. She was born twenty-eight years ago in Worcester and was the daughter of David R. and Susan Thomas. She received her education at the classical high school in her native city and at Mount Holyoke college. Miss Thomas possessed an active mind, keen insight, an amiable disposition, and the true missionary spirit. She was an indefatigable worker in her chosen calling and eminently candid and straightforward. One felt indeed that she was the soul of honor. Her frank and womanly nature, her broad sympathies and lively temperament, gave her a winning personality. Although her term of service with us was very short, she proved to be one of the ablest instructors of the blind deaf-mutes we ever met. She was entirely altruistic and thoroughly devoted to her pupil. She worked and walked with him, advised him and corrected his faults gently, and did everything in her power to improve his mind and to help him rise in the scale of manhood. She strove to quicken his energies, broaden his views, and to supply what was lacking in the symmetry of his development. On his side he felt the warmth of her love and took clear and delight in the sunlight of her genuine trust. We grieve that such an invaluable co-worker was taken from us at the height of her usefulness, and we use the usual phrase in saying that she is dearly and lovingly missed by every member of our organization. There will be a serious gap in our circle can hardly be denied.

At the close of her service with Miss Thomas prepared a little memorial book for her pupil, which her untimely death prevents with her special interest and which is here with the insertion of a few lines.

With the beginning of the school year Tom found himself again in new surroundings and under changed conditions both in his home life and school relations. The larger buildings at South Boston, the increased number of fellow students, the transition from the family circle at the kindergarten in Jamaica Plain to the community life at South Boston, all demanded a readjustment of Tom's energies. The change has proved beneficial, making him more unselfish, more mindful of the rights of others, while enlarging and broadening his views of life. The comradeship of lads of his own age, the daily contact with all sorts and conditions of boys, has done much to lessen some of Tom's too precise habits and his tendency to fall into ruts, while, most encouraging of all, it has aroused his ambition to be just as other pupils are. This has been shown in his reluctance to remain with his teacher during recess, for, as he says, "the other boys' teachers do not walk with them on the piazza," and in his annoyance, at the beginning of the year, when some of the scholars tried to lead him up and down stairs, to and from his room; "I can walk alone," Tom said indignantly.

In his studies, Tom's methodical habits and excellent memory have stood him in good stead. His work has been thorough and his progress steady. His comprehension of life will always be concrete and his training should invariably be along the path of the actual rather than the theoretical, along practical rather than philosophic lines. His sense of touch, unaided by imagination, is the great avenue of intercourse with the outer world. This sense, as might be expected, has been highly developed. Thus he can distinguish the steps of his room-mate, his friend Fred, and his teacher by his acute sensibility to vibration. In taking up typewriting it was thought that he would have difficulty in telling when the end of the line was reached, but it was soon evident that Tom felt the jar made by the warning-bell, and thus the problem was solved.

Tom has studied English grammar and composition, physiology, typewriting, seating cane-bottomed chairs, and gymnastics.

In English Tom has made good progress in the use of longer and more complex sentences and in more careful construction, and he has shown a greater interest in language. Special effort has been put forth to widen his vocabulary and to overcome his tendency to use short disjointed phrases.

Physiology has been the subject in which he has been most interested, arousing his enthusiasm more than any other of his studies. Such questions as "Why has the tongue no bones?" "Why are there eight carpal bones and only seven tarsal bones?" betray his interest, as do such original remarks as "The heart has two floors, an upper and an lower, the upper with two auricle rooms in it and the

lower with two ventricle rooms," and "Animals' hind knees bend backward and that is the reason a cat cannot sit down as I do."

Typewriting has brought into play Tom's neatness and accuracy, while in caning he has done excellent work, having caned fourteen chairs during the year, working fifty minutes each day.

Gymnastics, which Tom has not practised regularly for some years, have done much for him physically, strengthening his muscles and serving as an outlet for the abundant energy of the growing lad. He has been the equal of any boy in climbing ladders and ropes, in jumping and swinging, performing the tasks with dogged perseverance, which allowed no sign of shirking. Bar-vaulting was new to him, but after touching one of the boys as he vaulted, Tom quickly caught the idea and vaulted fourteen holes at the first attempt. Soon after this first trial he slipped and became frightened, so that he contented himself with a jump at the sixth or seventh hole, until one day, of his own accord, he announced that he was going to try to jump the fifteenth hole. Those watching him were somewhat skeptical, but Tom persevered until he had cleared the seventeenth hole, and then he stopped only because the director was afraid of his becoming frightened again. The running, jumping, and wrestling with the other boys has met precisely his need of active motion.

Tom's leisure hours have been given to work with his ever-beloved tools, to walks, and, one happy day, to fishing with the other boys; to excursions to Newton, Taunton, Nantasket, Worcester, Brookline, Jamaica Plain and the Youth's Companion building, to letter-writing, and to the making of plans of various enterprises of his own. He has spent many happy hours in trying to make a metronome out of an old clock which had been given him and in measuring, with a plumb-line and a surveyor's tape, the height of his room above the ground and the depth of the water in various places about City Point.

Tom's sense of humor has often helped to enliven the year. He has taken mischievous delight in shutting the doors in the lower corridor of the school and in laughing gleefully when the boys bumped into them with a great clatter; in jumping out of his closet unexpectedly upon his room-mate; in hiding the latter's clothes and then explaining "I did it because I am a joker;" and in clumping down to gymnastics with number nine shoes on his number six feet.

The year has been one of progress for Tom along every line. He has grown more manly, delighting in many little courtesies to his

teacher, in generosity to his friends, and in obedience to the rules of the school. His spirit of independence has been shown in his request to be allowed to pack his own trunk, to arrange his own room, and to do many other things for himself. His life has been broadened, as shown by the fact that whereas in the fall he continually talked over and over again upon a few subjects in which he was interested, he now seldom harps upon the same thing. His interests are more and more those of a typical, healthy boy. In disposition, the end of the year finds a gradual lessening of the attacks of moodiness, which were a constant source of anxiety in the fall, and a gentler, less obstinate, more tractable spirit in their place.

Tom's personal charm has been shown very clearly in the way in which he has endeared himself to many in his new home. He has cause to be heartily grateful to the numerous, kind friends he has found among the teachers and students of the school and to others, life-long friends, who have again this year been helpful to him. The close of the year finds him contented and happy—"happy," as he says, "because I have so many friends."

There is just one story of Tom's perseverance which must not go untold. He has long talked of walking twenty-five miles, the distance of Wrentham from Boston, but found time for it only this spring in the Easter vacation. In the orchard at Mr. Brown's farm, he measured off a certain distance between the trees and tied a string from tree to tree, marking his course. Then, allowing twenty minutes for a mile, Tom walked back and forth eight hours and twenty minutes of one day, stopping only for meals. Although so footsore and weary that he could hardly walk the next day, Tom was, nevertheless, very proud of his achievement and asked Miss Brown to write on some cards "TOM STRINGER, 25 miles." These, on his return to South Boston, he gave to his friends in memory of his great feat.

Thus has passed another year with its days of light and shade, its hours of contrariness, its hours of conscientious effort, happily growing more and more frequent, all melting, in retrospect, into a whole which gives encouragement for the past and hope for the future.

Miss Annie Carbee, a graduate of the Boston University, has been appointed to fill the vacancy caused by the death of Miss Thomas. She was highly recommended to

us by men of learning and competent judges of her abilities, and we are very glad to be able to state that she is doing excellent work for her interesting charge.

There is no spot in New England which is more attractive to Thomas than the farm of his esteemed friend, the Rev. William L. Brown, in Wrentham, Massachusetts. As soon as the school closed he went directly to this enchanting place, and there he remained during the summer vacation under the judicious care and wise guidance of his former teacher and thoughtful companion, Miss Laura A. Brown. In the midst of pleasant and peaceful surroundings he resumed his accustomed occupations in and out of doors and kept himself busy in reading and writing, in working with his tools, in making simple repairs in some parts of the buildings and on the fences, in taking long walks, in helping the aged members of the family, and in rendering such service to them as he was capable of giving. No boy residing in the good old town of Wrentham enjoyed himself more or derived greater pleasure from life than he did.

The following account, written by Miss Brown at our request, describes briefly the ways in which Thomas passed the summer months at her father's farm.

As Tom's summer was spent among familiar surroundings, he turned his activities at once into accustomed channels and took up his usual lines of work. Returning to Wrentham is a veritable homecoming to the dear boy, and his sense of part ownership in the farm, with the members of the family, makes him deeply interested in the repairs and improvements which he undertakes.

During the vacation Tom caned two chairs and re-covered several window-screen frames, besides undertaking many minor enterprises in which his carpentering tools were in constant requisition. A metronome which he made from the works of an old clock, providing it with a suitable wooden case, kept him happily employed for a long time.

So busy was he that it was hard for him to tear himself away from his labors long enough to enjoy the short trips which were occasionally planned for his pleasure. Late in the vacation, Tom received an invitation from a friend to spend a week in Maine. He loves dearly to travel, and the prospect of visiting these good friends in a State into which he had never been was most alluring; yet his sense of duty toward the occupations which he had outlined for himself conflicted with his desires and led him to declare that he was too busy to go. Finally he arrived at a solution of the difficulty. He would arise at half past two o'clock in the morning, and with the extra time thus gained he could plan his work so that he could accept this invitation. This he did, and the week in Maine brought him much happiness and many novel and interesting experiences.

Among his self-imposed tasks was that of letter-writing, a thing for which he formerly showed a decided distaste. He wrote in all sixty-seven letters, some in the Braille system and others in the square-hand form of pencil-writing; he showed in them a positive improvement in the ability to express himself clearly.

Tom took plenty of exercise in the open air and in the barn where he arranged a gymnasium. He developed there an original idea in a swing with four ropes. It required a considerable amount of muscular effort on his part to operate it, and thus it constituted an excellent means of exercise.

The last few weeks of Tom's vacation were clouded by the severe loss which he sustained in the death of his teacher, Miss Thomas. This was the greatest sorrow which Tom had ever known, and his grief was very deep and almost overwhelming. The thought of returning to school without finding Miss Thomas there to meet him made him very sad. Nevertheless, with real courage and a manly effort on his part to bear his loss bravely, he once more set his home affairs in order and prepared to begin his school life again.

Here ends the story of what Thomas has accomplished or attempted to do during the past twelve months, in South Boston and at Wrentham, and of his joys and sorrows. Whether it is considered from an educational or from a humane standpoint, the record is exceedingly interesting and instructive. It bears witness to the continued development of the capacities of his mind and to the steady growth of the sterling traits of his character. The sweetness of his nature increases as the years go by.

Furthermore, the record speaks eloquently of the unfailing liberality of those who voluntarily supply the means for his maintenance and training. Nothing could have been accomplished without their assistance. * * *

We regret more deeply than words can express our inability to present a satisfactory report of Thomas's case on its financial side. Contrary to our expectations, the receipts from annual subscriptions, instead of increasing, have been falling off steadily, and there is again this year in the account of his maintenance a deficit of \$415.05, which has to be provided for.

This shortage will be materially diminished as soon as that part of the fund which is now placed in one of the trust companies is advantageously invested and the income of the real estate already purchased becomes available. But even under favorable conditions the problem of providing adequate means for the support of the hapless lad cannot be satisfactorily solved in this manner.

The fund already secured is not large enough to yield a sufficient income, and as a consequence we shall still have to take our hat in our hands, as it were, every year and stand by the wayside, soliciting subscriptions. The sum of \$5,000, at least, must be added to that which we have thus far obtained. This amount will guarantee the safety of the dear boy for all time to come.

Mutely but most pathetically Thomas appeals to the public in general and to his faithful friends and benefactors in particular, asking them to contribute the balance of the money required for the completion of the permanent fund and thus finish the erection of a splendid monument, the greater part of which they have already built. The approval of a plea for helping a case like his issues from the white throne and is written in letters of fire on the

walls of the temple of humanity. If the dumb stars could hear they would glitter a favorable reply to it and fight for its success. Shall fair-minded men and tender-hearted women turn a deaf ear?

MICHAEL ANAGNOS,
*Late Director of the Perkins Institution,
South Boston, Massachusetts.*

THE TWELFTH CENSUS OF THE DEAF OF THE UNITED STATES, 1900.*—II.

In the last number of the *Annals* we gave a general review of the important Special Report on the Blind and Deaf in the Twelfth Census of the United States, taken in the year 1900. We shall now consider some of the leading features of the report more in detail.

The first question of interest suggested by the report is,

IS DEAFNESS INCREASING OR DIMINISHING?

It is impossible to answer this question positively because the various censuses of the deaf in the United States have not been taken upon a uniform plan and therefore do not afford an exact basis for comparison. So far as appears from comparing the present census with previous ones the proportion of the deaf to the entire population is not increasing, and since the censuses of 1880 and 1890 it has diminished, as is shown by the following table:†

* Continued from the September number of the *Annals*, p. 296.

† In this table and elsewhere in this article persons who could hear well enough to understand loud conversation, erroneously and contrary to instructions returned as deaf by the census enumerators of 1900, are not included. Some reasons why in our opinion these persons ought not to have been included in the tabulations of the report were given in the last number of the *Annals*, pp. 292-295. Happily in some of the tables of the report, which contain all the essential in-

CENSUS.	Deaf.	Population.	Deaf per million of popu- lation.
1830, "deaf and dumb".....	6,106	12,866,020	475
1840, "deaf and dumb".....	7,665	17,069,453	449
1850, "deaf and dumb".....	9,803	23,191,876	423
1860, "deaf and dumb".....	12,821	31,443,321	408
1870, "deaf and dumb".....	16,205	38,558,371	420
1880, "deaf and dumb" (deafness occurred under 16 years of age).....	33,878	50,155,783	675
1890, "deaf and dumb".....	40,592	62,622,250	648
1900, deafness occurred under 16 years of age* (known).....	31,525	75,994,575	401
1900, deafness occurred under 16 years of age* (estimated).....	32,209	75,994,575	424
1900, deafness occurred under 20 years of age (known).....	33,148	75,994,575	436
1900, deafness occurred under 20 years of age (estimated).....	33,867	75,994,575	446
1900, all the deaf.....	37,426	75,994,575	492

We do not believe that the diminution in the proportion of the deaf since 1880 and 1890 is really as large as the above figures indicate, for in those years great efforts were made to obtain complete returns of the deaf, and less pains were probably taken than in 1900 to eliminate spurious and doubtful cases; but making due allowance for this circumstance, the comparison of the last census with all the former ones certainly gives us no reason to fear that deafness is increasing in America.

There are no census statistics of congenital deafness prior to 1880, but a comparison of the censuses of 1880, 1890, and 1900 indicates that congenital deafness, like deafness in general, is diminishing rather than increasing. The following table shows the number of congenitally deaf formation, the returns of the "totally" and the "partially" deaf are given separately, so that it is possible for us to present here the statistics of the genuine deaf unincumbered with the cases improperly reported.

* In this table the cases in which deafness occurred under sixteen years of age are mentioned for the sake of comparison with the census of 1880, in which "deaf and dumb" meant persons who became deaf under sixteen.

reported in these censuses and their ratio to the entire population:

CENSUS.	Congenitally deaf.	Population.	Congenitally Deaf per million of population.
1880	12,155	50,155,783	242 .
1890	16,866	62,622,250	269
1900	12,609	75,994,575	166

The value of the above comparison is impaired by the fact that the age at which deafness occurred was much less fully reported in 1890 than in 1900 and in 1880 than in 1890 (see "Age When Deafness Occurred," *infra*). The following table shows for each of these censuses the number of the deaf concerning whom the age when deafness occurred was reported, the number of the congenitally deaf, and the proportion of the congenitally deaf to the reported cases:

CENSUS.	Deaf of whom age when deafness occurred was reported.	Congenitally deaf.	Percentage of congenitally deaf in reported cases.
1880	22,473	12,155	54 .7
1890	37,204	16,866	45 .3
1900	35,479	12,609	35 .5

If we assume that the proportion of the congenitally deaf to all the deaf in each census was the same that it was among the cases in which the age when deafness occurred was reported, we have the following table showing the congenitally deaf in 1880, 1890, and 1900, and their ratio to the entire population:

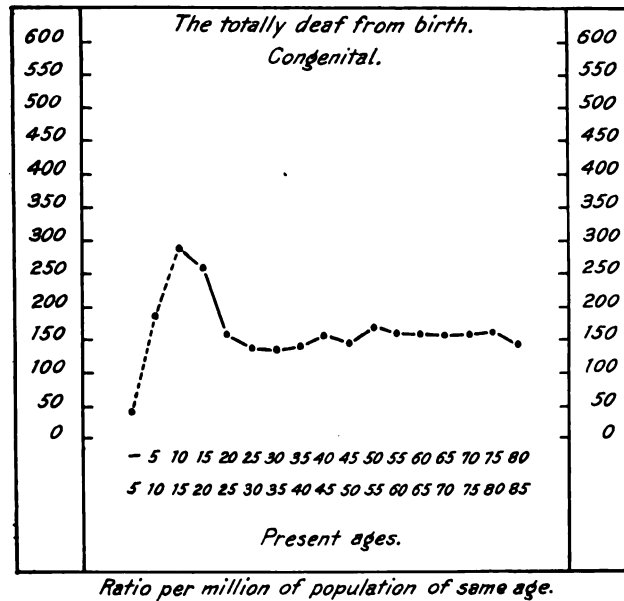
CENSUS.	Congenitally deaf (estimated).	Population.	Congenitally deaf per million of popula- tion.
1880	18,531	50,155,783	369
1890	18,375	62,622,250	293
1900	13,286	75,994,575	175

We do not believe that within the last two decades there has really been such a diminution in the proportion of the congenitally deaf as the above figures indicate, for the same reason as above given with respect to the deaf in general; but the comparison certainly affords no occasion for anxiety lest congenital deafness may be increasing.

Dr. Bell, however, endeavors to show from the census of 1890 alone, without regard to previous censuses, that deafness, and especially congenital deafness, is increasing. He does this by comparing the ages of the deaf at different periods of life, as reported by that census, with the ages of the whole population at the same periods. The age period under ten he properly disregards, for deaf children under ten are always incompletely returned; but he shows that there is a much larger proportion of deaf from early childhood, especially of congenitally deaf, among persons from ten to twenty and especially from ten to fifteen years of age than among older persons. He concludes that during the period when these younger persons were born (from the year 1880 to 1890 and especially from 1885 to 1890), the deaf increased more rapidly than in previous years. This increase he attributes to the numerous marriages of the deaf with one another during the latter part of the nineteenth century.

Dr. Bell illustrates his argument by the following diagram. The horizontal row of figures shows the ages of the congeni-

tally deaf in 1900 by five-year periods; the perpendicular rows show the proportion of the congenitally deaf per million of the entire population of the same age. The dotted lines represent returns that are known to be incomplete.



Dr. Bell's argument seems to us inconclusive for two reasons:

First, a single decade or lustrum is too short a period to afford decisive results.

Secondly, the larger proportion of deaf reported among persons born from 1880 to 1890 and especially from 1885 to 1890 than among those born earlier in the century may be satisfactorily accounted for in another way. The deaf born in those periods were mostly at school when the census was taken in 1900, and the deaf who were at school were fully reported, whereas the older deaf probably were not.

Moreover the death rate among the deaf who were at school was probably less than among the general population of the same age on account of the more healthful conditions of institution life.

Soon after the census of 1880 was taken Dr. Bell showed by a similar comparison from the returns of that census alone that the proportion of the congenitally deaf born in the decade but one before the census was taken (1860-1870) to the entire population born in the same period was much larger than in previous years, and from that premise he argued then as now that congenital deafness was increasing on account of the marriages of the deaf with one another.* Now in the census returns of 1900, while the same phenomenon reappears for the corresponding decade but one before the census was taken (1880 to 1890), it has entirely disappeared for the decade 1860 to 1870; the proportion of the congenitally deaf born during that decade to the entire population born in the same period is not larger than in previous years. In fact the proportion is less than in any previous decade, as appears from the table on the next page, which shows the ratio of the congenitally deaf born in the several decades of the nineteenth century to the entire population born in the same periods according to the census of 1900.

If we go back one decade further, to the census of 1870, we find the same phenomenon. That census did not give statistics of the congenitally deaf, but the proportion of "deaf and dumb" reported as born in the decade but one before the census was taken (1850-1860) was much larger than in previous years. In the census of 1900, however, as the following table shows, the proportion of the congenitally deaf born in that decade appears to have been no larger than in previous years. In fact, as may be

* "Memoir upon the Formation of a Deaf Variety of the Human Race." A paper presented to the National Academy of Sciences at New Haven, November 13, 1883."

Period when born.	Congenitally deaf.	Population.	Congenitally deaf per million of population born in same period.
1810 to 1820	49	340,112	144
1820 to 1830	217	1,403,698	155
1830 to 1840	476	3,094,298	154
1840 to 1850	835	5,154,001	162
1850 to 1860	1,164	7,701,778	152
1860 to 1870	1,445	10,520,820	137
1870 to 1880	2,016	13,864,457	145
1880 to 1890	4,218	15,636,323	269
1890 to 1900	2,120	18,044,751	117

seen by the above table or by Dr. Bell's diagram reproduced on page 491, the proportion is remarkably uniform for the whole century previous to the decade but one before the census was taken.

The fact that the deaf born during the decade but one before the taking of each census were in school when the census was taken affords a satisfactory explanation of this recurring phenomenon; the hypothesis that congenital deafness is increasing does not.

On the whole the indications afforded by a comparison of the several censuses are that deafness is diminishing rather than increasing; but the positive determination of the question must be left to the future. We hope that hereafter the censuses of the deaf will be taken in the same manner as in 1900; if so, in a few decades we shall have a series of trustworthy returns which will be sufficiently comparable with one another to give conclusive results.

GEOGRAPHIC DISTRIBUTION.

The geographic distribution of the deaf of the United States is shown by the following table, which gives the number of the entire population and of the deaf in each state and territory and the number of the deaf in each million of the entire population:

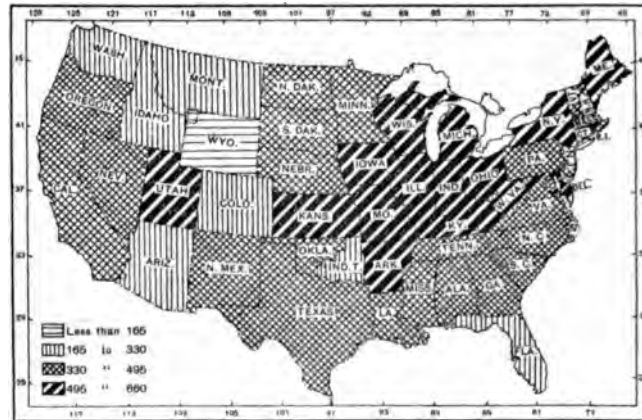
STATE OR TERRITORY.	Total population.	Deaf.	Deaf per million of population.
North Atlantic division	21,046,695	10,380	493
New England.....	5,592,017	2,806	502
Maine	694,466	456	657
New Hampshire	411,588	211	512
Vermont	343,641	158	460
Massachusetts.....	2,805,346	1,283	457
Rhode Island.....	428,556	172	401
Connecticut.....	908,420	526	579
Southern North Atlantic	15,454,678	7,574	490
New York	7,268,894	3,751	516
New Jersey	1,883,669	720	382
Pennsylvania	6,302,115	3,103	493
South Atlantic division.....	10,443,480	4,778	458
Northern South Atlantic	4,464,481	2,343	525
Delaware	184,735	79	427
Maryland.....	1,188,044	613	516
District of Columbia.....	278,718	212	761
Virginia	1,854,184	880	475
West Virginia	958,800	559	583
Southern South Atlantic	5,978,999	2,435	407
North Carolina	1,893,810	920	486
South Carolina	1,340,316	500	373
Georgia	2,216,331	846	382
Florida.....	528,542	169	320
North Central division	26,333,004	14,762	561
Eastern North Central	15,985,581	9,151	572
Ohio	4,157,545	2,431	585
Indiana.....	2,516,462	1,638	651
Illinois.....	4,821,550	2,564	532
Michigan.....	2,420,982	1,337	552
Wisconsin.....	2,069,042	1,181	571
Western North Central	10,347,423	5,611	542

STATE OR TERRITORY.	Total Population.	Deaf.	Deaf per million of popula- tion.
Minnesota	1,751,394	862	492
Iowa	2,231,853	1,200	538
Missouri	3,106,665	1,776	572
North Dakota	319,146	135	423
South Dakota	401,570	191	476
Nebraska	1,066,300	522	489
Kansas	1,470,495	925	629
South Central division	14,080,047	5,963	423
Eastern South Central	7,547,757	3,362	445
Kentucky	2,147,174	1,257	586
Tennessee	2,020,616	984	487
Alabama	1,828,697	609	333
Mississippi	1,551,270	512	330
Western South Central	6,532,290	2,601	398
Louisiana	1,381,625	527	382
Arkansas	1,311,564	664	506
Indian Territory	392,060	94	240
Oklahoma	398,331	164	412
Texas	3,048,710	1,152	378
Western division	4,091,349	1,543	377
Rocky Mountain	1,232,642	391	317
Montana	243,329	70	288
Idaho	161,772	51	316
Wyoming	92,531	9	97
Colorado	539,700	176	326
New Mexico	195,310	85	435
Basin and Plateau	442,015	200	452
Arizona	122,931	25	203
Utah	276,749	156	563
Nevada	42,335	19	449
Pacific	2,416,692	952	394
Washington	518,103	168	324
Oregon	413,536	193	466
California	1,485,053	591	398
United States	75,994,575	37,426	492

It appears from the above table that the proportion of the deaf is larger in the eastern and north central parts of the United States than elsewhere. Why it should be so we do not know, unless it is that the deaf are more fully returned in those more closely settled regions. Much the largest ratio is found in the District of Columbia, probably owing to the location there of the Columbia

Institution with its two departments of Gallaudet College and the Kendall School, both of which, but especially Gallaudet College, draw pupils from outside the District; and also to the residence there of deaf persons from other states who are in the employment of the government. Maine, Indiana, Kansas, Kentucky, and West Virginia in the largeness of their ratios come next to the District of Columbia and in the order named.

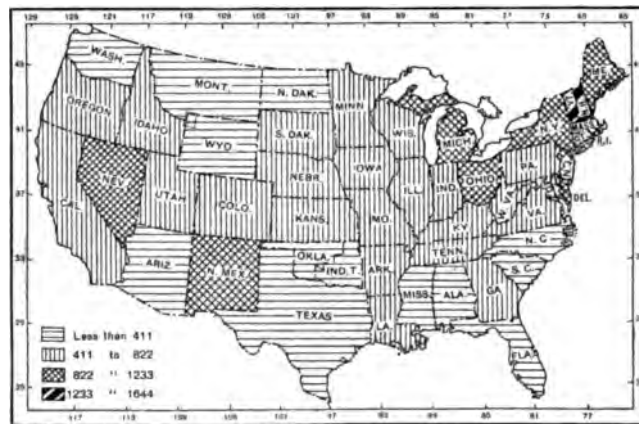
In the census of 1890 the states showing the highest ratios of "deaf and dumb" were nearly the same as those above named, though not in precisely the same order.



Then the order was Maine, New Hampshire, Indiana, Kansas, and West Virginia. Kentucky was ninth in the list instead of fourth. The District of Columbia was not among the highest; probably in that census the students of Gallaudet College and other deaf persons in the District having homes elsewhere were credited to the states from which they came. It seems strange that New Hampshire should have fallen from the second place in the list in 1890 to the sixteenth place in 1900. If the pupils from that State attending the American School at Hartford

were credited to New Hampshire in 1890 and were not so credited in 1900, that would partly, but not wholly, account for the difference.

Dr. Bell illustrates the geographic distribution of the deaf by the map reproduced on the preceding page, which shows at a glance their relative proportion in the several states. The figures in the lower left-hand corner refer to the number of the deaf per million of the entire population of each State or Territory.



If we compare the map on the opposite page with the one on this, which shows the geographic distribution of the persons erroneously returned by the enumerators (the "partially deaf" according to the census report), we are again struck by the difference in the character of the two classes.

E. A. F.

[TO BE CONTINUED.]

SCHOOL ITEMS.

Arkansas Institute.—Mr. A. W. Dobyms has resigned to teach in the New York Institution and Miss Kate Ludwig to take charge of a ranch in New Mexico. New teachers are Miss Mattie Henderson, B. A., a graduate of the Arkansas Institute and of Gallaudet College, teacher of kindergarten; and Mr. John Erwin, a graduate of the Arkansas Institute, teacher in the Manual Department. Mrs. Kate Shibley is transferred from the Manual Department to the Oral Department, and Miss Elizabeth Bost from teaching physical culture to the Oral Department.

Miss Breckinridge's School.—Miss Mary L. Breckenridge, formerly of the Kentucky and L. S. Fechheimer Schools, is now giving private instruction in articulation and auricular work to persons with defective speech and hearing at No. 24, the Eden, Grand and Morris Streets, Cincinnati, Ohio.

Colorado School.—The Central University of Kentucky, Dr. Argo's Alma Mater, conferred upon him at its last commencement the honorary degree of Doctor of Laws.

Georgia School.—Miss M. McClelland and Miss L. J. Fallon of Pennsylvania, Miss Ward of Atlanta, Georgia, and Miss P. B. Camp of Arkansas have been added to the teaching force.

Illinois School.—Miss Jane V. Gillett, Miss Linda De Motte, Miss Stella Stewart, Miss Elizabeth Wilkins, Miss Julia Hoyt, and Miss Esther Crawford have resigned, and are succeeded by Miss Fannie Cram, Miss Louise Upham, Miss Hettie I. Patterson, Miss Ninetta Layton, Mr. Robert H. Halstead as boys' instructor in physical culture, Miss Alice M. Luscombe as girls' instructor in physical culture, and Miss Mary C. Upham as teacher of art.

Indiana Institution.—Miss Frances L. Glenn, a teacher in this Institution, has been appointed Supervising Teacher in the Oral Department in the place of Mr. T. V. Archer, who

has gone to the North Carolina School at Morganton. Miss Nancy B. Read from the Iowa School and Miss Nell E. Arbaugh from the Ohio School are appointed teachers in the Oral Department.

Mrs. Janette V. Archer, a teacher in the Oral Department, died June 5, 1906. "Mrs. Archer was a woman of strong intellect and character. Her ideals were high, and her efforts were inspired by love for her work and for the children under her care."

Louisiana Institution.—Miss Lutie Washington and Miss Sarah Hereford have resigned. New teachers are Miss Katharine King, formerly of the Iowa, Cleveland, and Utah Schools; Mrs. Elizabeth Renfro, formerly of the Minnesota and Indian Territory Schools; Miss Charlotte M. Hall, B. A., a graduate of the Illinois School and of Gallaudet College; Mr. A. F. Mitchell, teacher of house-painting and decorating; and Mrs. Annie C. Hicks, teacher of sewing.

Manitoba Institution.—Mrs. J. R. Cook, formerly Miss Anna L. MacPhail, and Miss Candace J. Brown, both from the Oregon School, have been appointed teachers.

Maryland School for Colored.—Miss Enga C. Anderson, B. A., a graduate of the Wisconsin School and of Gallaudet College, Miss Huber, B. A., a graduate of the Woman's College of Baltimore, and Miss Mabel P. Whitman, a graduate of a Massachusetts Normal School, have been added to the corps of instruction.

Mississippi Institution.—The Institution has published a pocket manual for the present school year called "The Yellow Book." It is on the general plan of the Indiana "Outlines," containing a list of the officers of the school; daily, weekly, monthly, and yearly programmes of the school session; general rules for conduct and the special rules of the school; an outline of the course of study for each grade, and other matter valuable for persons connected with the Mississippi Institution and suggestive for others.

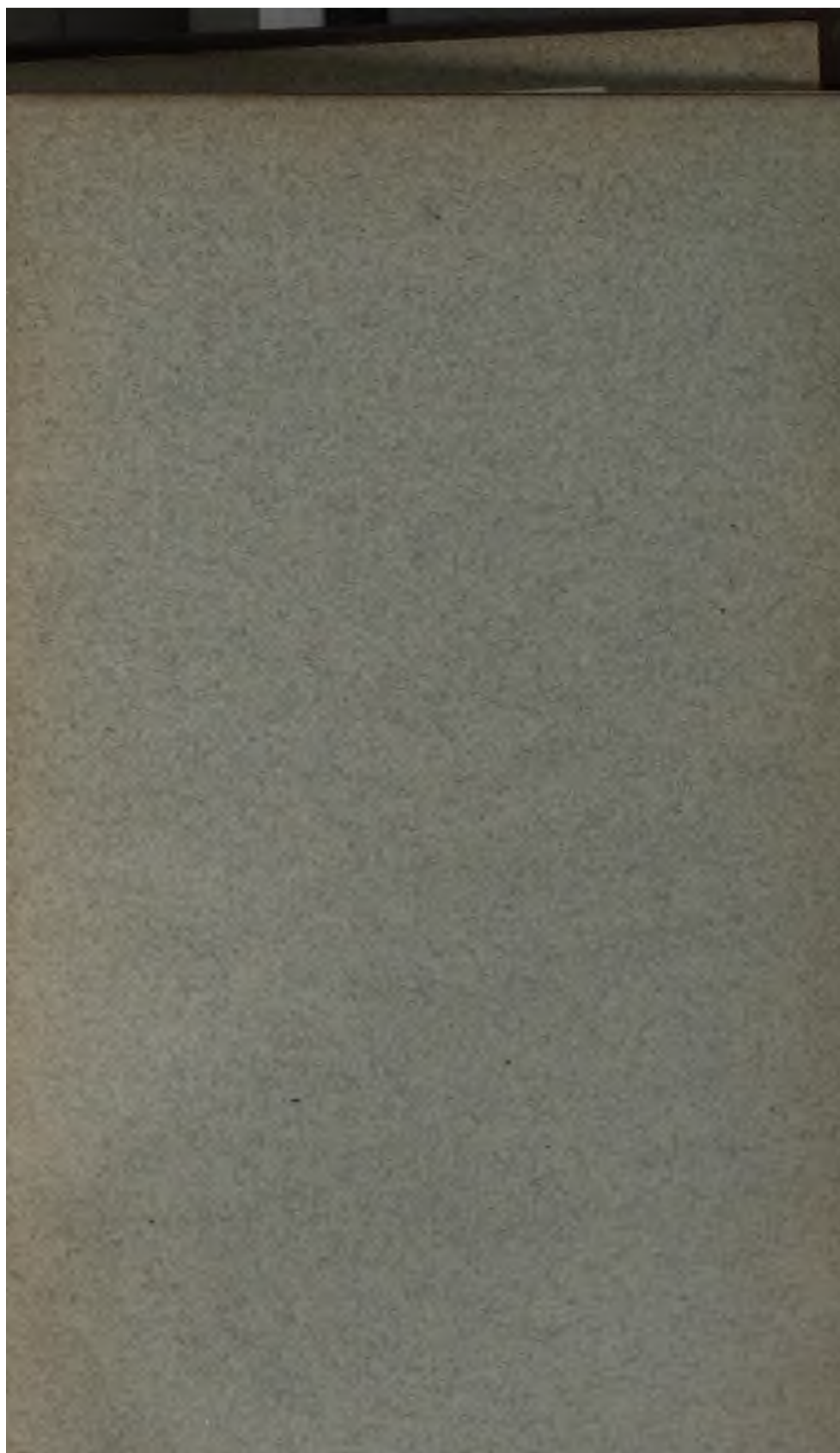
North Dakota School.—Miss Mary G. Barron has resigned to teach in the Minnesota School. She is succeeded by Miss

teacher of drawing and clay modelling in the kindergarten, has a year's leave of absence and her place is supplied by Miss Grace F. Palmer, a graduate of Pratt Institute.

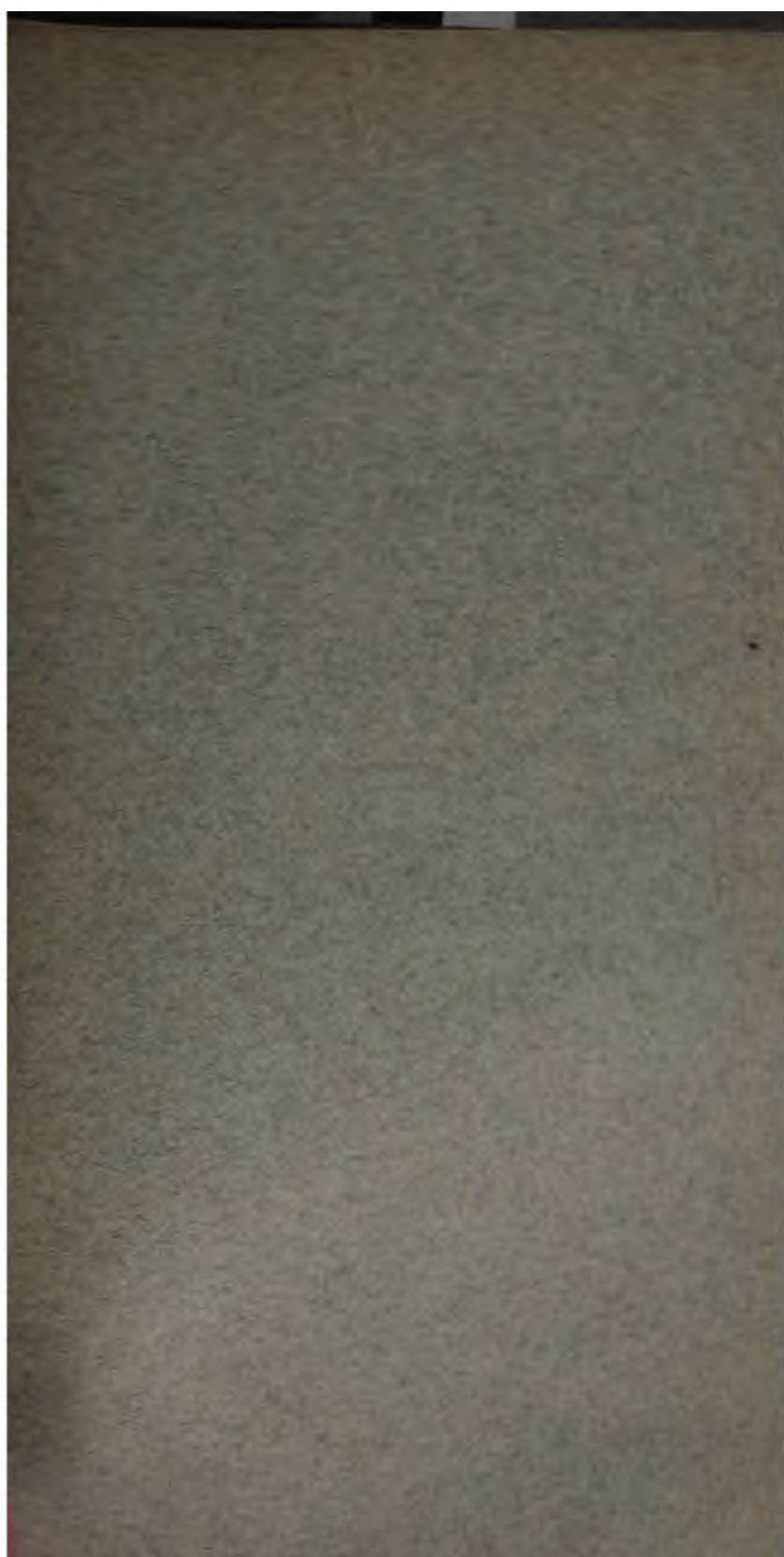
Wisconsin Day-Schools.—Four new schools have been opened during the past year; they are situated at Antigo, Bloomington, New London, and Platteville. Miss Blanche E. Argyle has charge of the Antigo School, Miss Katharine F. Reid of the Bloomington School, Miss Alice Jenkins of the New London School, and Miss Daisy Minahan of the Platteville School. Other new heads of schools, some of them by transfer from other schools, are Miss Margaret Clowry at Ashland, Miss Margaret M. Sullivan at Marinette, and Miss Carrie H. Archibald at Stevens Point. New appointments as assistant teachers, some of them by transfer, are Miss Ida H. Ostermeyer at Antigo, Miss Anna M. Trondsen at Black River Falls, Miss Kathryn Cole at Eau Claire, Miss Anna M. Flatley at Green Bay, Miss Cora Graves and Miss Leone C. Kristensen at Milwaukee, Miss Emma Jones at Platteville, Miss Josephine Ewer at Sheboygan, and Miss Anna Betson at Wausau.

An International Conference.—An International Conference of Instructors of the Deaf is to be held at Edinburgh, Scotland, July 30 to August 2, 1907. The following gentlemen have been invited to report upon the state of the education of the deaf in their respective countries: Mr. Addison for Scotland, Dr. Elliot for England, Mr. Ferreri for Italy, President Gallaudet for the United States, Mr. Hansen for the Scandinavian countries, and Mr. Kohler for Germany.

We hope to be able to give further particulars in the next number of the *Annals*.









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